



y of _____ District School Library

Minnesota School Library List

Books for
Elementary and Rural Schools
1915-1916

UC-NRLF

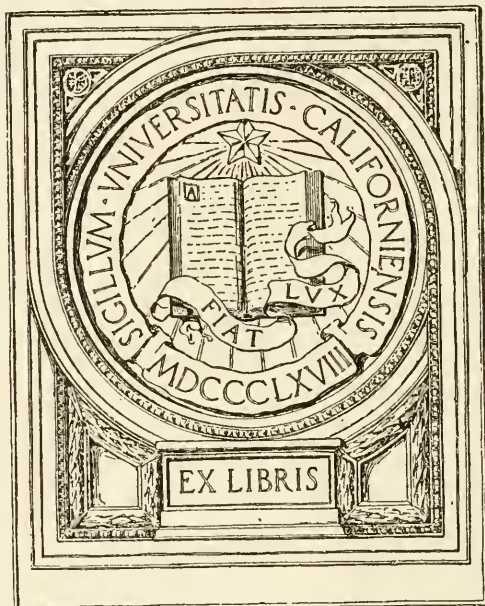


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PUBLISHED BY THE
DEPARTMENT OF EDUCATION
THE CAPITOL, ST. PAUL

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Minnesota School Library List

Books for Elementary and Rural
Schools

1915 - 1916

Compiled by
MARTHA WILSON
Supervisor of School Libraries
Dep't of Education

Approved by the
State High School Board

| | |
|-----------------------------------|----------------------------------|
| R. E. DENFELD Duluth | ELL TORRENCE Minneapolis |
| G. E. VINCENT Minneapolis | G. F. HOWARD St. Paul |
| C. G. SCHULZ St. Paul | |

LIBRARY
SCHOOL

GIFT

ACKNOWLEDGMENT.

The excellent list of books for school libraries prepared by the Oregon Library Commission was extensively followed in the selection of titles, in the general plan of arrangement and classification, and for many annotations in the compilation of the list of 1909-10, of which this is the third revision. Grateful acknowledgment is made to Miss Cornelia Marvin of the Oregon Library Commission for the generous permission which has made the good work done for Oregon available also for Minnesota.

M. W.

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Books for Elementary and Rural Schools:

| Class No. | | Page |
|-----------|--|------|
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| 220 | Bible stories | 8 |
| 170 | Ethics. Morals and manners | 8 |
| 220 | Bible stories | 8 |
| 290 | Mythology. Greek and Roman, Norse..... | 9 |
| 320 | Government | 11 |
| 398 | Fairy tales, folk-lore and legend..... | 11 |
| 500 | Nature and science—General | 18 |
| 510 | Mathematics | 20 |
| 520 | Astronomy | 20 |
| 530 | Physics—Electricity | 20 |
| 550 | Physical geography. Geology | 21 |
| 570 | Elementary biology | 21 |
| 571 | Prehistoric times. Primitive man | 21 |
| 580 | Botany | 22 |
| 590 | Zoology | 23 |
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| 607 | Vocational guidance | 27 |
| 608 | Inventions—Occupations | 27 |
| 612 | Physiology, Hygiene, Public health | 28 |
| 630 | Agriculture | 29 |
| 640 | Household economics | 30 |
| 680 | Manual training. Handicrafts | 31 |
| 700 | Fine arts. Picture study. Drawing | 33 |
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| 811 | Poetry | 59 |
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| 910 | Geography and travel | 63 |
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| 920 | Biography—Collective | 75 |
| 921 | Biography—Individual | 77 |
| 930 | Ancient history | 81 |
| 940 | History—European | 82 |
| 970 | Indian life and history | 84 |
| 973 | American history | 85 |
| 977 | Minnesota—History | 90 |

Books for Teachers' training departments and teachers' reference.

| | | |
|-------|-------------------------------------|----|
| 370 | Education | 90 |
| 371 | Teaching—Methods and aids | 90 |
| 371.7 | School hygiene | 91 |
| 372 | Story telling—Methods | 91 |
| 372.8 | Collections of stories to tell..... | 92 |
| 375 | Curriculum | 93 |
| 379 | Rural schools | 94 |
| 630.1 | Country life | 95 |
| 800 | Children's literature | 95 |

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SCHOOL LIBRARY LAW.

Library board. The State High School Board shall from time to time prepare and amend a list of books suitable for school libraries, including dictionaries and other books of reference, histories and works of biography, literature, political economy, agriculture, travel and science. (1424 as amended by Chap. 563, G. L. 1913.)

State library aid. Upon receiving from any district a certified statement, approved by the county superintendent showing the purchase of books specified and included in the list prepared under the foregoing section, the appointment of a librarian for each library, and the making of proper provisions for the care thereof and for the free distribution of books suitable for distribution, the state superintendent shall furnish such district a requisition on the state auditor for one-half the purchase price, not exceeding twenty dollars for the first year's purchase and ten dollars for any subsequent year for each separate school for which a library is so furnished.

Combining with public library. Provided, first, that any school board may agree with the board of any approved public library for a specified period to become a branch of said public library and to receive therefrom library books suited to the needs of the pupils in the school and for the community. In the event of such agreement between the school board and the public library board, such school board may turn over the books of the school library other than those needed for reference in the school, to the public library and shall in case of such agreement annually pay to such public library, the sum to be expended by the school district for the purchase of library books, and any state library aid to which such school district is entitled. All books purchased by such public library from funds provided by district or state library aid shall be selected from the state list for school libraries. Any public library making agreement with school districts for library service as herein provided shall first be approved by the superintendent and the secretary of the public library commission, who shall make suitable rules governing relationship between school libraries and each public library co-operating under the provisions of this act. (1425 as amended by chap. 563, G. L. 1913.)

This act shall take effect and be in force on and after the first day of September, 1913.

STATE HIGH SCHOOL BOARD RULES

THE SCHOOL LIBRARY.

Every school shall provide:

1. **An adequate working library for the use of students.** When there is a good public library in the town, near the school, open every day and in charge of a competent librarian, the school library may be reduced to the books needed for daily class room reference.

If there is no adequate public library in the town, the school shall have a working library consisting of at least 500 books selected from the state list of books for elementary schools, and the state list of books for high schools.

State graded schools shall expend not less than \$25 annually for library books.

A graded school which receives additional aid for a high school department shall expend annually not less than \$15 for library books for this department.

State high schools shall expend not less than \$50 annually for library books.

If the school has made contract or arrangement with local public library for service, at least the amount specified above for each class of school shall be paid to the public library for purchase of books from the state lists in addition to whatever sums may be agreed upon for service. (See chapter 563, General Laws 1913.)

Where such contract or arrangement is made, the superintendent of the high school or principal of the graded school entering into such a contract shall be a member of the public library board.

2. **Library room.** This room should open from a main hall. It shall be equipped with standard shelving.

Where there is no public library in the town, the room shall be provided with suitable reading tables.

3. **Care of the books.** The books shall be classified by a standard classification, and shall be kept in order on the shelves.

They may be loaned in groups to the different class rooms for use there.

Book supports shall be provided to keep the books upright on the shelves.

Books shall be kept in repair, and rebound when necessary.

4. **School library records.** Every school shall keep an accurate account of the bound books in the library (exclusive of government documents), either by means of a standard accession book or a card shelf list. These records shall be kept accurately, and to date.

A charging system shall be kept either by book or by means of charging cards. From the record thus kept, a circulation record shall be summarized.

5. **Reports.** An annual report shall be made to the Department of Education, on the number of volumes in the library, number added each year, condition and circulation of books.

6. **Sérvice.** Definite provision shall be made for library service in one of the following ways:

1. Combination with a public library.
2. School librarian. She shall have the same educational qualifications as a teacher and shall also have had at least a six weeks' course in library training.

3. Teacher in charge of the library. She shall not be required to teach more than five periods per day, if a high school teacher, or more than five hours per day, if a grade teacher.

The person engaged for this work shall have the endorsement of the Department of Education.

7. **Instruction in the use of the library.** High school students shall be given instruction in the use of reference books, indexes and library classification, that they may learn to use the library to the best advantage.

RULES RELATING TO STATE LIBRARY AID.

To receive library aid, schools will select books from the state library list.

Districts will pay for the library books ordered out of their own funds. The state library aid will be paid at the end of the school year, and each district will share on a pro rata basis.

The county superintendent will certify each order for the purchase of library books. The book seller must furnish each school board lists in duplicate of the books ordered and purchased. One list is to be retained by the school board and the other list sent with the order, signed by the county superintendent, to the superintendent of education. The lists sent to the superintendent must be certified to by the seller that the books listed were ordered and paid for and were sent to the school board, and the school board must certify to the receipt of and payment for the books listed. The certificate of the county superintendent of the seller, and of the school board will be requisites in each case for receiving state library aid.

RULES RELATING TO COMBINING SCHOOL AND PUBLIC LIBRARIES.

In accordance with the law, rules governing the relationship of co-operating school and public libraries have been formulated as follows:

1. The contract shall be for a term of not less than one year.
2. The public library making such contract shall be approved by the Superintendent of Education and the Secretary of the Library Commission. The superintendent of the school shall be a member of the library board, and the librarian shall have had at least a term of summer school library training. A copy of the contract shall be filed with the Department of Education.

3. The school board may turn over to the public library any books from its library, excepting those needed for reference work in the school.

4. The public library may send to the school at least twice a year, collections of books selected by the teacher and librarian, who shall confer as to the books needed. When such conference is not feasible, the teacher may send to the librarian the number of pupils in the school, and their ages, and may make suggestions as to books needed, the books for children being selected from the State School library list.

5. The school board shall pay to the library board the total amount to be expended for library books by the school during the year.

The superintendent of the school may specify the books to be purchased from the school fund.

Those selected to earn state aid, must be chosen from the state lists for graded and high school libraries. The amount of state library aid due the district will be refunded to the district.

SCHOOL LIBRARY LIST—BOOKS FOR ELEMENTARY AND RURAL SCHOOLS.

This list of books replaces the Catalog for School Libraries of Minnesota, 1913-14, and must be used for all orders.

Arrangement of catalog. The list is arranged by class, according to the classification outline given on page xix thus bringing books of a similar nature and use together. In each class the books are listed by author (black face type) and title and each item is numbered consecutively. Library usage has been followed in the form of entry and in capitalization. Grades are indicated in the margin.

Index. A full author, title and subject index is given at the end so that a book may be found easily.

Editions. The titles on this list have been tested for interest and value by librarians and teachers, and those editions selected which in paper, print and binding are considered the best for the price. In some cases there are cheaper editions of the same book on the market, but it is generally considered an economy to pay a little more for an attractive book with good print and paper.

In some instances, two editions have been listed as in some schools, particularly those serving as a public library, a fine edition is desired for class room use and a cheaper edition for home reading.

Price. Since the contract feature of the school library law was repealed, only the publishers' list price can now be given. Get prices from a reliable dealer before ordering your books. Be sure that the prices are for the edition which is listed here.

Reference books. On the purchase of encyclopedias or other reference books in sets, no state library aid can be obtained. Schools are cautioned against buying expensive sets of reference books from agents and are advised to consult with the Department of Education as to the usual prices on such books before making purchases.

DIRECTIONS FOR ORDERING.

State aid. A district receives state aid of not more than \$20 on the first library order, for each building in the district, provided the district pays an equal amount. For each following order the state aid is \$10 on the payment of an equal amount by the district. No district can be aided more than once each year.

If the appropriation is not sufficient to pay sums in full, each district will receive a pro rata amount at the end of the school year.

Districts will pay for the library books ordered out of their own funds. The state library aid will be paid at the end of the school year, and each district will share on a pro rata basis.

Ordering books. Order only those on the school list, 1915-16.

Get library order blank from the county superintendent.

In filling out library blank be sure to give all the information asked for, i. e., catalog number, title and price.

It is more convenient to order all the books wanted, of a reliable book dealer than to divide the order among the various publishers.

In sending order always list some titles as **second choice** to insure prompt filling of your order. Some titles may be temporarily out of stock and some out of print.

If shipping destination is a "prepay railway station," be sure to enclose a sufficient amount to prepay transportation charges.

Prices. As the legislature repealed the contract feature of the school library law, only the publishers' list price can now be given. Get prices from a reliable dealer before ordering your books.

Number of copies. No order shall contain more than two copies of the same book for each school building. The aim of the state aid for libraries is not to furnish supplementary reading, but to provide suitable library books for general and collateral reading, and for reference.

Numbers in parenthesis, as for instance, (6-8) following catalog number, and preceding name of author and title of book, have reference to the grade for which the books are suited. These numbers are not to be recorded when lists of books are sent to the dealer.

Time of ordering. To receive special state aid, a semi-graded or rural school is required to make an addition to its library each year. The orders from these and other rural schools should be made out and sent to the dealer before the beginning of, or early in the term, so that the pupils may have the use of the books for practically the entire school year. In making out the list of books for their library, officers of rural schools should seek the assistance of their teacher and their county superintendent. Care should be exercised to select for these smaller libraries books suited to the age and advancement of the pupils. Not all books listed in this catalog are adapted for use in small libraries for reading or reference. There is no economy in buying books to be placed on the shelves simply for ornament. They should appeal to the interest and be suited to the attainments of those who are expected to use them.

Two Hundred Books for a Rural or Graded School Library

The purpose of the list is to suggest the most desirable books for first purchase and to give a standard by which a library may be measured to ascertain whether it contains books to meet the work and life of the school at all points and provides suitable books for home reading for pupils of all ages.

List prices only are given. Prices to schools should be obtained from dealers before ordering. In ordering, give publisher to insure getting the right edition.

GENERAL REFERENCE.

| | | |
|------|--|------|
| 474 | Bancroft. Games—Macmillan..... | 1.50 |
| 1292 | Bryant. How to tell stories to children—Houghton..... | 1.00 |
| 3 | Champlin. Young folks cyclopedia of common things—Holt.. | 3.00 |
| 4 | Champlin. Young folks cyclopedia of literature and art—Holt. | 3.00 |
| 5 | Champlin. Young folks cyclopedia of persons and places—Holt. | 3.00 |
| 305 | Chapman. Bird life—Appleton | 2.00 |
| 1223 | Elson. History of the United States—Macmillan..... | 1.75 |
| 7 | Hammond. Comprehensive atlas—Hammond | 1.50 |
| 231 | Holtz. Nature study—Scribner | 1.50 |
| 310 | Hornaday. American natural history—Scribner..... | 3.50 |
| 1345 | Olcott. Children's reading—Houghton | 1.25 |
| 800 | Robert. Rules of order—Scott..... | .75 |
| 833 | Schauffler comp. Christmas—Moffat | 1.00 |
| 835 | Schauffler comp. Thanksgiving—Moffat | 1.00 |
| 836 | Schauffler comp. Washington's birthday—Moffat | 1.00 |
| 499 | Stern. Neighborhood entertainments—Sturgis | 1.00 |
| 13 | World almanac. (annual)—Press Pub..... | .60 |

BOOKS FOR GRADES 1-3.

| | | |
|------|--|------|
| 21 | Bigham. Stories of Mother Goose village—Rand..... | .45 |
| 22 | Blaisdell. Polly and Dolly—Little..... | .40 |
| 125 | Cooke. Nature myths—Flanagan..... | .35 |
| 1222 | Eggleston. Stories of great Americans—Amer. bk..... | .40 |
| 860 | Hazard. Three years with the poets—Houghton..... | .50 |
| 133 | Holbrook. Book of nature myths—Houghton..... | .45 |
| 51 | Holbrook. Hiawatha primer—Houghton | .40 |
| 184 | Jatakas. Jatakas tales; ed. by Babbitt..... | .40 |
| 65 | Lansing. Rhymes and stories—Ginn..... | .35 |
| 72 | Mother Goose. Mother Goose's melodies—Houghton..... | 1.50 |
| 74 | —— Only true Mother Goose—Lothrop..... | .60 |
| 75 | Norton. Rhymes, riddles and fables—Heath..... | .25 |
| 708 | Perkins. Dutch twins—Houghton..... | .50 |
| 79 | Potter. Tale of Peter Rabbit—Warne..... | .60 |
| 1059 | Smith. Eskimo stories—Rand..... | .40 |
| 88 | Stevenson. Child's garden of verses—Rand..... | .50 |
| 93 | Treadwell & Free. Reading literature primer—Row..... | .32 |

BOOKS FOR GRADES 3-4.

Folk lore and literature.

| | | |
|------|---|------|
| 151 | Aesop. Fables; ed. by Jacobs—Macmillan..... | 1.50 |
| 152 | Andersen. Stories—Houghton | .40 |
| 123 | Brown. In the days of giants—Houghton..... | .50 |
| 175 | Grimm. Household stories—Macmillan..... | 1.50 |
| 182 | Jacobs. English fairy tales—Burt.... | 1.00 |
| 203 | Maeterlinck. Blue bird for children—Silver..... | .50 |
| 218 | Tappan. Golden goose—Houghton..... | 1.00 |
| 1309 | Thorne-Thomsen. East o' the sun—Row..... | .60 |
| 224 | Williston. Japanese fairy tales, ser. 1—Rand..... | .50 |

Industries.

| | | |
|-----|---|-----|
| 480 | Beard. Little folks handy book—Scribner..... | .75 |
| 437 | Froelich & Snow. Art education, v. 4—Prang..... | .45 |
| 403 | Johnson. When mother lets us cook—Moffat..... | .75 |

| Order no. and grade. | | List price. |
|----------------------|---|-------------|
| History. | | |
| 1158 | Baldwin. Fifty famous stories—Amer. book..... | .35 |
| 1159 | Baldwin. Thirty more famous stories—Amer. book..... | .50 |
| 1259 | Pumphrey. Pilgrim stories—Rand..... | .45 |
| 1190 | Snedden. Docas the Indian boy—Heath..... | .40 |
| Stories. | | |
| 563 | Brown. John of the woods—Houghton..... | 1.20 |
| 583 | Collodi. Pinocchio—Ginn..... | .40 |
| 335 | Eddy. Friends and helpers—Ginn..... | .60 |
| 671 | Kipling. Just so stories—Doubleday..... | 1.20 |
| 707 | Paine. Arkansas bear—Altemus..... | 1.00 |
| 747 | Spyri. Heidi—Ginn..... | .40 |

BOOKS FOR GRADES 4-5.

| | | |
|----------------------------------|---|------|
| Folk lore and literature. | | |
| 853 | Burt. Poems that every child should know—Doubleday..... | .50 |
| 164 | Carroll. Alice in Wonderland—Macmillan..... | .50 |
| 811 | Evans & others. Farm life readers, v. 4—Silver..... | .45 |
| 132 | Hawthorne. Wonder book—Houghton..... | .40 |
| 187 | Kingsley. Water babies—Dutton..... | .50 |
| 190 | Lang. Blue fairy book—Burt..... | 1.00 |
| 208 | Pyle. Some merry adventures of Robin Hood—Scribner..... | .50 |
| 210 | Radford. King Arthur and his knights—Rand..... | .50 |
| 837 | Scudder. Children's book—Houghton..... | 2.25 |
| 846 | Ware. Talks about authors—Flanagan..... | .60 |
| 223 | Wiggin & Smith. Fairy ring—Doubleday..... | 1.25 |

Sciences, arts, and industries.

| | | |
|-----|---|-----|
| 267 | Fairbanks. Home geography—Educ. pub..... | .60 |
| 438 | Froelich & Snow. Art education, v. 5—Prang..... | .45 |
| 250 | Hawks. Stars shown to the children—Platt..... | .90 |
| 370 | Hutchinson. Child's day—Houghton..... | .40 |
| 234 | McIlvaine. Outdoors, indoors, up the chimney—S. S. Times... | .75 |
| 315 | Miller. First book of birds—Houghton..... | .60 |

Geography and travel.

| | | |
|------|--|------|
| 939 | Chamberlain. How we are sheltered—Macmillan..... | .40 |
| 912 | Chamberlain. How we travel—Macmillan..... | .40 |
| 1022 | Chamberlain. North America—Macmillan..... | .55 |
| 1052 | McClintock. Philippines—Amer. book..... | .40 |
| 1058 | Schwatka. Children of the cold—Educ. pub..... | 1.25 |
| 1064 | Winslow. Our American neighbors—Heath..... | .50 |
| 1041 | Winslow. United States—Heath..... | .50 |

History and biography.

| | | |
|------|--|------|
| 1066 | Baldwin. American book of golden deeds—Amer. book..... | .50 |
| 1123 | Baldwin. Abraham Lincoln—Amer. book..... | .60 |
| 1102 | Brooks. True story of Christopher Columbus—Lothrop..... | 1.50 |
| 1144 | Brooks. True story of George Washington—Lothrop..... | 1.50 |
| 1219 | Eggleston. First book in American history—Amer. book..... | .60 |
| 1152 | Haaren & Poland. Famous men of Greece—Amer. book..... | .50 |
| 1086 | Perry. Four American pioneers—Amer. book..... | .50 |
| 1265 | Stone & Fickett. Days and deeds a hundred years ago—Heath. | .35 |

Stories.

| | | |
|-----|--|------|
| 614 | Drummond. Monkey that would not kill—Dodd..... | 1.00 |
| 701 | Otis, pseud. Toby Tyler—Harper..... | .60 |
| 703 | Page. Among the camps—Scribner..... | 1.35 |
| 351 | Sewell. Black Beauty—Grosset..... | .50 |
| 786 | White. Magic forest—Grosset..... | .75 |

BOOKS FOR GRADES 5-6.

| | | |
|----------------------------------|---|------|
| Folk lore and literature. | | |
| 809 | Cummock. School speaker—McClurg..... | .75 |
| 812 | Evans & others. Farm life readers, v. 5—Silver..... | .50 |
| 135 | Kingsley. Heroes—Ginn..... | .30 |
| 188 | Lagerlof. Wonderful adventures of Nils—Grosset..... | .75 |
| 202 | Macleod. Book of King Arthur—Stokes..... | 1.35 |
| 1194 | Zitkala-sa. Old Indian legends—Ginn..... | .50 |

| Order no. and grade. | List price. |
|--|-------------|
| Sciences, arts, and industries. | |
| 397 Benton. Little cook book for a little girl—Estes..... | .75 |
| 103 Dewey. Lessons on morals—Hinds..... | .75 |
| 358 Forman. Stories of useful inventions—Century..... | .60 |
| 291 Fultz. Flyaways—Pub. sch. pub..... | .60 |
| 411 Ralston. When mother lets us sew—Moffat..... | .75 |
| 236 Rogers. Earth and sky—Doubleday..... | .50 |
| 297 Rogers. Trees every child should know—Doubleday..... | .50 |
| Geography and travel. | |
| 931 Allen. Industrial studies U. S.—Ginn..... | .65 |
| 1042 Carpenter. South America—Amer. book..... | .60 |
| 974 George. Little journey to Germany—Flanagan..... | .50 |
| 1031 Koch & James. Little journey to our Western wonderland— Flanagan | .50 |
| History and biography. | |
| 1165 Haaren & Poland. Famous men of the Middle Ages—Amer. book | .50 |
| 1237 Holden. Our country's flag—Appleton..... | .80 |
| 1141 Schmidt. William Tell—McClurg..... | .50 |
| 1267 Tappan. American hero stories—Houghton..... | .55 |
| 1110 Tappan. In the days of Queen Elizabeth—Lothrop..... | 1.00 |
| Stories. | |
| 524 Aanrud. Lisbeth Longfrock—Ginn..... | .40 |
| 599 DeFoe. Robinson Crusoe—Houghton..... | .60 |
| 611 Dodge. Donald and Dorothy—Century..... | 1.50 |
| 629 French. Junior cup—Century..... | 1.50 |
| 337 Kipling. Jungle book—Century..... | 1.50 |
| 676 Lange. Silver Island of the Chippewa—Lothrop..... | 1.00 |
| 690 Morley. Donkey John of the Toy valley—McClurg..... | 1.10 |
| 723 Rankin. Dandelion cottage—Holt..... | 1.50 |
| 794 Wyss. Swiss family Robinson—Ginn..... | .45 |
| 797 Zollinger. Widow O'Callaghan's boys—McClurg..... | 1.00 |

BOOKS FOR GRADES 6-7.

| | |
|---|------|
| Folk lore and literature. | |
| 841 Cody. Four American poets—Amer. book..... | .50 |
| 169 Crommelin. Famous legends—Century..... | .60 |
| 177 Harris. Uncle Remus: his songs and sayings—Appleton..... | 2.00 |
| 813 Le Row. Pieces for every occasion—Hinds..... | 1.25 |
| 883 Stevenson. Days and deeds: verse—Doubleday..... | 1.00 |
| 887 Wiggin & Smith. Golden numbers—Doubleday..... | 2.00 |
| Sciences, arts, and industries. | |
| 476 Beard. Jack of all trades—Scribner..... | 1.50 |
| 439 Froelich & Snow. Art education, v. 6—Prang..... | .45 |
| 368 Gulick. Emergencies—Ginn | .40 |
| 514 Mackay. Patriotic plays—Holt..... | 1.35 |
| 407 McGlaulin. Handicrafts for girls—Manual arts..... | 1.00 |
| 360 Moffett. Careers of danger and daring—Century..... | 1.50 |
| 298 Stack. Wild flowers every child should know—Doubleday.... | .50 |
| Geography and travel. | |
| 930 Allen. Industrial studies: Europe—Ginn..... | .80 |
| 934 Carpenter. How the world is clothed—Amer. book..... | .60 |
| 971 Finmore. France—Macmillan | .55 |
| 981 McDonald & Dalrymple. Gerda in Sweden—Little..... | .45 |
| 148 Price. Land we live in—Small..... | 1.50 |
| History and biography. | |
| 1202 Baldwin. Discovery of the old Northwest—Amer. book..... | .60 |
| 1208 Bourne & Benton. Introductory American history—Heath.... | .60 |
| 1162 Dutton. Little stories of Germany—Amer. book..... | .40 |
| 1116 Lang. Story of Joan of Arc—Dutton..... | .50 |
| 1109 Meadowcroft. Boy's life of Edison—Harper..... | 1.25 |

| Order no. and grade. | List price. |
|--|-------------|
| 148 Reinsch. Civil government—Sanborn..... | .60 |
| 1191 Starr. American Indians—Heath..... | .48 |
| 1178 Tappan. Old world hero stories—Houghton..... | .70 |
| 1179 Warren. Stories from English history—Heath..... | .72 |

Stories.

| | |
|--|------|
| 529 Alcott. Little women—Little..... | 1.35 |
| 543 Barbour. Crimson sweater—Century..... | 1.50 |
| 560 Brooks. Master of the Stronghearts—Dutton..... | 1.50 |
| 609 Dix. Merrylips—Macmillan..... | .75 |
| 612 Dodge. Hans Brinker—Grosset..... | .75 |
| 631 French. Lance of Kanana—Lothrop..... | 1.00 |
| 639 Grinnell. Jack the young ranchman—Stokes..... | 1.10 |
| 696 Nash. Polly's secret—Little..... | 1.30 |

BOOKS FOR GRADES 7-8 AND NEIGHBORHOOD USE.**Sciences, arts, and industries.**

| | |
|---|------|
| 102 Dewey. Lessons on manners—Hinds..... | .75 |
| 256 Gibson. How telegraphs and telephones work—Lippincott.... | .75 |
| 104 Gulliver. Friendship of nations—Ginn..... | .60 |
| 371 Jewett. Body and its defences—Ginn..... | .50 |
| 461 McCaskey. Favorite songs and hymns—Amer. book..... | .80 |
| 498 Paret. Harper's handy book for girls—Harper..... | 1.50 |
| 363 Verrill. Gasoline engine book—Harper..... | 1.00 |
| 428 Wheeler. A, B, C of wood working—Putnam..... | 1.50 |
| 395 Wilson. Agriculture for young folks—Webb..... | 1.00 |

Mythology and literature.

| | |
|---|------|
| 852 Bryan. Poems of country life—Sturgis..... | 1.00 |
| 899 Church. Odyssey for boys and girls—Macmillan..... | 1.50 |
| 890 Macleod. Shakespeare story book—Barnes..... | 1.75 |
| 865 Longfellow. Complete poetical works—Houghton..... | .30 |
| 891 Shakespeare. Complete works—Oxford univ. press..... | 1.25 |

Geography and travel.

| | |
|---|-----|
| 1020 Bishop. Panama—Century..... | .75 |
| 970 Ferryman. Norway—Macmillan..... | .55 |
| 923 Slocum. Around the world in the sloop Spray—Scribner..... | .50 |
| 993 Tomlinson. British Isles—Houghton..... | .60 |

History and biography.

| | |
|---|------|
| 1207 Bourne & Benton. History of the United States—Heath..... | 1.00 |
| 1224 Famous adventures and prison escapes of the Civil War—Century..... | 1.50 |
| 145 Haskin. American government—Lippincott..... | .80 |
| 1119 Keller. Story of my life—Grosset..... | .75 |
| 1126 Moores. Life of Lincoln—Houghton..... | .60 |
| 1095 Moses. Louisa M. Alcott—Appleton..... | 1.25 |
| 1135 Richards. Florence Nightingale—Appleton..... | 1.25 |
| 1145 Scudder. George Washington—Houghton..... | .40 |
| 1092 Wade. Wonder workers—Little..... | 1.00 |
| 1143 Washington. Up from slavery—Grosset..... | .75 |

Stories.

| | |
|---|------|
| 590 Cooper. Last of the Mohicans; il. by Boyd Smith—Holt..... | 1.35 |
| 593 Craik. John Halifax gentleman—Crowell..... | 1.50 |
| 607 Dickens. Tale of two cities (Library binding)—Dutton..... | .50 |
| 643 Hale. Man without a county—Little..... | .30 |
| 645 Harris. Joe, the book farmer—Harper..... | 1.00 |
| 670 Kipling. Captains courageous—Century..... | 1.50 |
| 688 Montgomery. Anne of Green Gables—Grosset..... | .75 |
| 697 Ollivant. Bob, son of Battle—Burt..... | .75 |
| 716 Pyle. Men of iron—Harper..... | 2.00 |
| 736 Scott. Ivanhoe (Library binding)—Dutton..... | .50 |
| 751 Stevenson. Treasure island—Scribner..... | .50 |
| 780 Wallace. Ben Hur—Grosset..... | .75 |
| 791 Wiggin. Rebecca of Sunnybrook farm—Grosset..... | .75 |

SCHOOL LIBRARY MANAGEMENT.

The library. The library is an important part of the equipment of the school. It should increase the efficiency of the school by assisting the work at every point; making the lessons more interesting, teaching the children to observe the things about them as well as giving them some knowledge of the world outside and training them to use books for information and recreation.

To do these things, it must be planned for as carefully as any other part of the equipment of the school, considering what books are needed for the particular school, how to care for them to get the best returns in service, and how to use them most effectively.

The first consideration is the selection of the books.

Selection. 1. Choose books which have direct bearing on all the subjects taught in the school, including some on agriculture, hygiene, nature study and science, a complete United States history for reference use, some one volume collections of literature (not sets), books about children's reading and story telling, handbooks of information, atlases and simple reference.

2. Choose reference books with care, considering both subject-matter and price.

There is more value in the use of whole books than in always using extracts as found in encyclopedias. Such simple reference books as the Champlin Young folks cyclopedias and others on the Two-hundred book list will serve until a really fine encyclopedia can be bought.

An encyclopedia to be useful must be of recent date. Be sure that it is not an old edition with new title page. Encyclopedias should not be purchased for schools without some verification of prices. The supervisor of school libraries will give the regular prices at which standard encyclopedias may be purchased.

No part of the purchase price of encyclopedias, or subscription to magazines is paid by the state.

Magazines are helpful in the work of the school library. Do not select the cheap, sensational magazines, thus admitting to the library, stories which would be rejected in book form. Choose the magazines which are of current interest, and which are valuable for debate work and general reference use, and worth binding as a permanent part of the library. In choosing magazines, give preference to those which are indexed.

A periodical index is necessary to make all the material in the magazines available. The Readers' guide to periodical literature, H. W. Wilson Co., White Plains, N. Y., is invaluable in the use of magazines, either current or bound. It is issued monthly. Write the firm for prices, giving the number of magazines for which the school subscribes.

MAGAZINES FOR LOWER GRADES.

| | |
|---|--------|
| *American Boy, Sprague Publishing Co., Detroit..... | \$1.00 |
| *Boys' Life, Boy Scouts of America, New York..... | 1.00 |
| *Everyland, Everyland Co., 156 Fifth Ave., New York..... | .50 |
| *Littlefolks, Cassino Co., Salem, Mass..... | 1.00 |
| St. Nicholas, Century Co., New York..... | 3.00 |
| *Youths' Companion (weekly), Youths' Companion, Boston..... | 1.50 |
| *Wohelo, Camp Fire Girls, New York..... | 1.00 |
| Pathfinder, Pathfinder Co., Washington, D. C..... | .25 |

MAGAZINES USEFUL FOR HIGH SCHOOLS.

| | |
|--|------|
| American City, Civic Press, New York..... | 2.00 |
| Bay View Magazine, Bay View, Mich..... | 3.00 |
| *Boston Cooking School Magazine, Boston, Mass..... | 2.00 |
| Craftsman, Craftsman Publishing Co., New York..... | 3.00 |
| Harper's Magazine, Harper Bros., New York..... | 4.00 |
| Independent, Independent Co., New York..... | 3.00 |
| *Literary Digest, Funk & Wagnalls, New York..... | 3.00 |
| National Geographic Magazine, National Geographic Society, Wash- ington, D. C. | 2.50 |
| Outlook, Outlook Co., New York..... | 3.00 |
| *Popular Mechanics, Popular Mechanics, Chicago..... | 1.50 |
| Scientific American, Munn & Co., New York..... | 3.00 |
| Scribners, Scribners Sons, New York..... | 3.00 |
| Survey, Survey Associates, New York..... | 3.00 |
| *Travel Magazine, McBride, Nast Co., New York..... | 3.00 |
| *World Chronicle, Little Chronicle Co., Chicago..... | 1.50 |
| World's Work, Doubleday, Page & Co., Garden City, N. Y..... | 3.00 |

*Not indexed in the Readers' Guide.

Much valuable reference material may be obtained in pamphlet form at little cost. The best subject index to pamphlets issued by the government is Noyes. Teaching material in government publications. Obtain this from Superintendent of Documents, Washington, D. C. Price, ten cents (coin).

3. Select books to train in habits of observation, those which will aid in identifying the stars, birds, trees, wild flowers and wild life in all forms.

4. Choose some books for the library which will help in planning for school activities; boys' and girls' clubs, school entertainments, warm lunches, social center work, debating societies.

5. The library should include those books which are generally accepted as the best of the world's literature, and which should be placed in the way of every child while young. Some of these are: Alcott, Little Women; Bunyan, Pilgrim's Progress; Baldwin, Story of Siegfried; Carroll, Alice in Wonderland; Grimm, Fairy tales; Hawthorne, Wonder book; Harris, Uncle Remus; Kipling, Jungle book; Lamb, Tales from Shakespeare; Macleod, Book of King Arthur; Mother Goose; Stevenson, Childs' Garden of Verses; Treasure Island. There are many others which should be included.

6. In selecting stories, choose those which are strong in human interest, but which preserve the right ideals of conduct and achievement.

7. Choose some interesting biography for all the grades, to follow the reading of the stories of imaginary people, books which will inspire, as well as those which will give interest to the study of history.

8. Select books to meet the children's interests or to develop talents; books of games, sports, drawing, occupations, such as simple books of sewing and basketry for the girls; mechanics, electricity and wood working for the boys. Have books on vocations for boys and girls.

9. Always choose the books with the pupils in mind, selecting those which are easily within their comprehension. Have something for all ages and interests.

10. Select only those which are wholesome in tone, which are written in good English, and which contain enough information, beauty or enjoyment to make them worth while. Do not select any books because they are harmless, but select them because they will contribute to the life and work of the school.

Select books in as good editions as can be afforded. An attractive looking book will be read and enjoyed, while the same in small type, poor paper and dingy cover will never be read.

LIBRARY ROOM.

The rules relating to school buildings require a library room in all school buildings. In a consolidated or graded school the library room must have an area of not less than 200 square feet.

It should be a workshop, planned for real work, and the tools, the books, should be in order and cared for.

It should be easily accessible. If there is no public library in the town, the school library room should be planned that it may be used as a public library also. Where this is a necessity, the library should be on the first floor, and with an outside entrance if possible.

When the library is on the second floor, it should be reached from a main hall, not through class rooms or cloak rooms.

The room should not be smaller than an ordinary class room. It should be large enough to shelve the present collection comfortably, never two rows of books on a shelf, and to allow for growth, and it should admit of tables for reading and reference use.

Lighting. Care should be taken in planning, to secure plenty of natural light for both the shelves and the reading tables.

Shelving. The present types of school buildings with light entering from one side make it necessary to put most of the shelving on one side of the room.

Provide open shelves if possible, having all books in view and within reach. Shelving should be built around the walls, and under the windows, if these are sufficiently high. Shelving should be built standard height, which is about seven feet two inches, allowing a six-inch base, six shelves one inch thick, with ten inches space between and a twelve-inch space for the bottom shelf to accommodate large-sized books. Shelves should be eight inches deep, and not more than thirty-six inches long, as they will sag if too long. Avoid high shelving and unsightly cupboards. If books must be locked in a case, secure one with glass doors.

Where wall space is limited and the room is sufficiently wide, short, double-faced stacks not more than thirty-six inches, may be built from the wall shelving at intervals of four feet, thus making alcoves. If there is any space under the windows not needed for radiation, shelves may be placed there for reference books, allowing six-inch base, two shelves one inch thick and not more than nine inches deep. The top of such a case should be flush with the window sill and will make a convenient shelf to rest the book upon while consulting it. This space may be divided into small compartments and utilized for magazines, each division being marked with name of magazine.

Furniture. The room should have at least reading tables and chairs placed near the windows, a table or desk for the librarian, a cabinet for the catalog, and built-in magazine rack.

A good size for tables is six feet long, three feet wide, thirty inches high. Round corners are most desirable. Allow at least thirty inches seating capacity for each person and aisles from three to five feet between tables. (Stearns—Essentials in library administration.)

Specifications for magazine rack will be sent upon application to the Supervisor of school libraries. Bulletin boards are useful adjuncts for posting current news items, lists of books, or pictures interesting to the different classes. They may be made of a square of cork carpet, framed.

ROUTINE IN PUTTING LIBRARY IN ORDER.

1. Sort books, mending those in need of repair. Discard very worn or soiled books. Send to bindery, those in need of rebinding.
2. Paste book pocket on inside front or back cover.
3. Classify.
4. Accession.
5. Write book card.
6. Mark books on back.
7. Arrange on shelves.
8. Make shelf markers. Post classification outline.

Binding and mending. The library should contain only books which are in condition to be used. Those which are out of repair or too soiled to be of service should not be kept on the shelves.

When to rebind a book. If the stitches are broken and the sections are loose throughout the book, it must be rebound at once if it is to give further service.

Bind books costing more than fifty cents if they are of value to the library.

When not to bind. Do not bind books with pages missing, or with very narrow inside margins. As a rule, do not bind books costing fifty cents or less. Exception is sometimes made to this rule in case of picture books which are much stronger after rebinding than in original covers.

Bind magazines needed for reference work, if indexed.

Mending. Some mending may be done to good advantage.

If the sewing of the book is still tight, but the book is loose from the cover it may be successfully repaired, by using cloth strips and home-made paste.

Never use glue or mucilage in mending, because they render the book unfit for binding.

Tears in the pages may be mended by means of thin bond paper and paste, and loose plates or a page torn out may be replaced with the same materials.

A useful guide to the mending of books is Sawyer, *How to care for books in a library*. This may be obtained from the Democrat Printing Co., Madison, Wis. Price 10 cents.

Addresses of binderies will be furnished by the Supervisor of school libraries.

Uses for discarded books. Portions of worn books may sometimes be used to advantage. Illustrations having any value in connection with nature, language or story work may be trimmed and filed in large envelopes marked with the subject for which they are useful, or they may be mounted on pulp board cut to uniform size, marked with the subject and filed in cases or drawers. Single poems may be mounted in the same way, filed and indexed. Stories for telling may also be saved and filed in bulletin boxes. In some country schools, books to be discarded are looked over for material for booklets, such as a Longfellow booklet, containing a biographical sketch and extracts from his writings. This material is marked and filed away until needed.

Preparation of new books for the shelves. When the books are received check with bill and with order to see that all have been received. Many libraries put date of bill, place where bought, and price, in the book back of the title page.

When working with the books, open each one carefully according to directions. This will make the books wear much longer.

How to open a new book: Lay the book, back downward, on a table or smooth surface. Press the front cover down until it touches the table, then the back cover, holding the leaves in one hand while you open a few at the back, then at the front, alternately, pressing them down gently until you reach the center of the volume. Never open the book violently nor bend back the covers, it is liable to break the back and to loosen the leaves.

Stamp books with school stamp and put in school book plate, classify. Enter the books in the accession book or library record book.

Classification. To bring material that is alike together on the shelves, the books must be classified. A school library should be classified by a standard system, because a library classified by an original system cannot readily be used by anyone except the originator, and school superintendents change frequently. By the use of a standard system, the library is brought into harmony with other library work, is intelligible to anyone who has ever used a library and pupils who become familiar with the classification of a school library can use a public library with ease.

The standard classification for libraries is the Dewey decimal system. For school libraries an abbreviated form as used in the Minnesota school library lists, will be found useful.

DEWEY DECIMAL CLASSIFICATION ABRIDGED FOR SCHOOLS.

The Ten classes showing the relation of the subjects and some of the sub-divisions used for schools:

| | | | |
|------------|------------------------------|---|------------------------------------|
| R | General reference. | 600 | Useful arts. |
| 000 | General works. | 607 | Vocational guidance. |
| 028 | First reading. | 612 | Hygiene. |
| 100 | Philosophy. | 630 | Agriculture. |
| 150 | Psychology. | 630.1 | Country life. |
| 170 | Ethics. | 640 | Household economics. |
| 200 | Religion. | 650 | Business. |
| 220 | Bible stories. | 680 | Manual training. |
| 290 | Mythology. | 700 | Fine arts. |
| 300 | Sociology. | 740 | Drawing. |
| 320 | Government. | 780 | Music. |
| 330 | Economics. | 790 | Sports. |
| 370 | Education. | 793 | Indoor amusements. |
| 370.15 | Educational psychology. | 800 | Literature. |
| 371 | Methods—General. | 807 | Study and teaching. |
| 371.7 | School hygiene. | 808 | Composition, rhetoric. |
| 372 | Story telling. | 808.5 | Debating. |
| 375 | Curriculum | 808.8 | Readers and speakers. |
| 375.4 | Language | 810 | English and American. |
| 375.51 | Arithmetic. | 811 | Poetry. |
| 375.8 | Reading | 811.8 | Poetry—collections. |
| 375.9 | Geography. | 812 | Drama. |
| 378 | Colleges. | 814 | Essays and prose miscellany. |
| 379 | Rural schools. | 814.8 | Essays—collections. |
| 380 | Commerce. | 815 | Orations—collections. |
| 398 | Fairy stories and legends. | 830 | German. |
| 500 | Science. | 839 | Scandinavian. |
| 510 | Mathematics. | 840 | French. |
| 520 | Astronomy. | 870 | Greek and Latin. |
| 530 | Physics. | 900 | Travel, Biography, History. |
| 540 | Chemistry. | 910-917 | Travel |
| 550 | Geology, Physical geography. | 920 | Biography—collective. |
| 570 | Biology. | 921 | Biography—individual. |
| 571 | Primitive life. | 930 | Ancient history. |
| 580 | Botany. | 940 | General and modern. |
| 590 | Zoology. | 942 | English history. |
| | | 973 | American history. |
| | | Fiction —No number. Arranged alphabetically by author. | |

A copy of this outline should be posted on the end of the book shelves.

The Minnesota school library list will be a help in classifying. Through the index at the back the page on which the book is listed may be found. Turn to this place. The number given at the beginning of the division under which the book is found, is the classification number for all the books in that division, thus, all books of American history will have the classification number 973. In order to arrange books alphabetically in each class, some libraries add below the classification number, the first letter of the author's surname (or first two letters if the name begins with a vowel). Thus Elson's History of the United States would be marked 973

If the library is large and it seems desirable to separate the books for the grades from those for the high school, the character (y) may be placed before the class number for the grade books and (Y) for grade fiction. Place the books thus marked in separate shelves.

While classifying, the number may be written on a slip and put in the book temporarily.

Accessioning. The accession record is a chronological list of the books added to the library, and is a most important business record. It is used as a basis for insurance, to give the number of volumes in the library, to ascertain the cost of any particular book, and if fully and accurately kept may give a complete history of each book from entry to withdrawal. The most important items are the author's name, title and price.

Accession books may be bought or a strong blank book (8x10 inches) with lines numbered consecutively may be used and ruled like the form below.

FORM FOR ACCESSION BOOK.

Left side

| Date received | Number | Author's surname | Title |
|---------------|--------|------------------|-------|
| | | | |
| | | | |

Right side

| Publisher | Source | Cost | Vol. or Copy | Class No. | Notes |
|-----------|--------|------|--------------|-----------|-------|
| | | | | | |
| | | | | | |

The accession record should not be kept in the same book with the charging record.

Enter all books in the accession book, one volume to a line, and assign to each a number from the number of the line on which it is entered. This is the accession number of the book, which should be written on the first right-hand page following the title page and on the book plate or book pocket.

Enter only one book to a line, whether a single book or a volume in a set.

Do not use an accession number a second time. If the book is lost or withdrawn, make note in withdrawal or notes column, but do not erase entry.

Do not accession books in bad condition, unbound pamphlets, government or state documents unless they are classified as part of the library.

After the book is classified and accessioned, the class number should be marked on the back.

Marking. Mark each book, on the back, in the same relative position, one and one-half or two inches from the bottom. Use a card guide to insure uniformity of position. Mark with plain print figures, not too large, but large enough to be easily seen. Some libraries use white labels, marking the number in black ink. As labels come off easily, most libraries find ink marking directly on the book, more serviceable, using white ink for dark books and India ink for light ones. In the use of white ink, it is necessary

to have a glass of water at hand, to put the pen in, when the ink becomes dry on the point. After the books are marked, coat the marking lightly with white spirit varnish, to make it permanent. White or very light books may be coated all over with varnish and after thorough drying, may be cleaned by wiping with a damp cloth.

Arrangement. Put the books on the shelves by class, in numerical order. In each class arrange alphabetically by author.

Fiction which is not usually given a number, but only marked with author's initial, may be shelved before the 800's or at the end. Arrange alphabetically by author's name.

Reference books are placed by themselves on a special shelf and are not circulated.

Reference pamphlets should be kept in boxes marked with subject. Pamphlet boxes should also be provided for unbound magazines. In this way they may be kept together and in condition to be used.

Have book supports to keep books upright on the shelves. They not only give the library a better appearance, but also lessen the wear on books. Book supports may be bought. A brick, neatly covered with paper may be used until these can be purchased.

Pamphlet boxes should be provided for agricultural bulletins and other pamphlets. Satisfactory ones may be obtained for \$6 per hundred or single box 10c. They should be marked with the subject and may be classified and placed on the shelves with the books.

Mark each shelf with the number of the class and the name of the subject to facilitate proper placing of books and ease in finding them, as 580—Botany.

Labels may be printed with rubber type and tacked on the shelves with very small upholstery tacks, or shelf label holders may be bought. Some libraries use gummed figures and letters, pasting directly on the shelves.

Charging system. An accurate record of books loaned should be kept, so that any book belonging to the library, if not in its place on the shelves, may be located immediately. This record should show the date on which the book was loaned, and the name of the borrower, and the date returned, if the record is kept in a book.

There are two systems in use, the book charging system and the card charging system.

Books designed for this use may be bought, or a blank book ruled in columns to give information mentioned above.

The card charging system is convenient and saves time. In this system, each book has a book pocket pasted on the front or the back cover. The book pocket should bear the name of the school library stamped or printed upon it at the bottom. At the top (left side) the class number should be printed and the accession number at the right. The book card is kept in the book pocket when the book is in the library. On the book card, the information is written, by hand or on the typewriter, as indicated below. A date slip is useful to show the borrower when the book is due. This may be made of a slip of paper the size of the book card and the date stamped with a rubber stamp.

To loan a book, take the book card from the pocket, write the name of the borrower and the date in columns and write or stamp the date on the date slip. This date is a guide to the borrower, as he must return

the book within two weeks from date of issue. Put the date slip in the book pocket, and the book card in the charging tray. The book card represents the book in the library until it is returned. Have a charging tray with cover for this especial purpose. File the cards under the date that the books are due (two weeks from date of issue) having date guides in the charging tray or they may be alphabetically arranged by author's name. When a book is returned, look at the date on the date slip, find the book card in the charging tray, put in the book and return book to the shelf. It is not necessary to stamp the book with the date returned. The fact that the book card is in the book pocket and the book is on the shelf is evidence that the book was returned.

Record of books loaned. Circulation statistic sheets may be obtained from the Department of Education or a sheet of paper may be ruled into spaces for every school day of the month. Date each space.

Each day that books are loaned, count the cards before filing, and write the number in the space for that day. From this record monthly and yearly totals can readily be made up.

BOOK CARD.

| | | |
|------------------|------------------|--|
| Author's surname | | |
| Brief title | | |
| Class Number | Accession Number | |
| Date loaned | Name of borrower | |
| | | |
| | | |

Actual Size 3x5

DATE SLIP.

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Actual Size 3x6

Rules for borrowers. Any pupil is entitled to draw books by making application to the teacher. Any resident of the district may borrow books not needed in school work.

Every borrower may draw one book at a time, being entitled to both parts of a two-volume book.

Books may be retained two weeks, and may be once renewed for the same period, unless reserved for another borrower.

Suitable fines (not more than one cent a day, or five cents a week, if the library is open only once a week) should be paid for books kept over time, and for loss or injury of books beyond reasonable wear.

Borrower's record. Some schools wish to keep a record of each book read by each student. If this is desired, a borrower's card may be made for each child, giving name and grade. When a book is drawn, the title is written on the borrower's card and the date that the book is taken. This card may be kept by the borrower or all borrowers' cards may be filed alphabetically in one part of the charging tray.

Catalog. The Minnesota school library lists will serve as a substitute for a catalog in some measure, while the library is small.

Check the author and title indexes and the divisions by classes for the books in your library. Keep these checked lists with the library and use as an index.

Cataloging. The library will not give all the service it may until all the material it contains is made readily available.

Schools are coming to the realization that it is better economy to buy fewer books and to spend some money in having them indexed for ready use.

For a collection of more than five hundred volumes, some card record is desirable. For advice and suggestions as to this work, consult the Supervisor of school libraries.

Shelf list. This is the first card record usually installed.

It is a list on cards of all the books in the library. The cards are arranged as the books are arranged on the shelves and it may be called the "table of contents" of the library. The information given on the shelf list card consists of the class number, the author's name, brief title and the accession number. The shelf list may be used as a subject catalog, especially if an alphabetical index is added.

Card catalog. A card catalog, properly prepared, gives a complete index of all the material in the books in the library. The author, title and subject cards are arranged in one alphabet like a dictionary.

To make a catalog properly requires technical knowledge of cataloging and the work should not be undertaken without instruction.

In the large school libraries it is recommended that the teacher in charge of the library should take advantage of the six weeks' course in library methods given by the library commission at the university summer school.

Full dictionary card catalogs containing author, title and subject cards for whole books and parts of books may now be purchased. For information apply to the Supervisor of school libraries.

Card catalog cases. In buying cases for card shelf list or catalog, only those planned for rods should be purchased. All cards must have holes punched for rods. Unless the cards are thus securely locked in the drawers they will be lost and the index become incomplete and valueless.

Reports. Reports on the library, as on any part of the school property, are asked for by the inspectors.

If properly kept, the accession book will answer most of the items asked for in the statistical report: number of books in library, number of books added, amount expended for books, number of books discarded, rebound.

Service. To properly arrange a library, keep it in order and direct its use to the greatest advantage requires regular work from some one. If a teacher is in charge of the library she must be allowed time to do this as a part of her regular, paid duties, not in addition thereto.

Training teacher librarians. The State high school board rules require that teachers in charge of school libraries must have training for this work. The Library commission will admit a limited number of teacher-librarians to the library summer school held at the University.

Beginning with the first semester, 1915-16, the College of education, University of Minnesota, will offer a course in elementary library methods to qualify teachers to give part time library service in the high schools of the state.

Use of the library. To make the library serviceable in connection with the school work, the pupils must be trained to use the books.

1. Teach the children the physical parts of a book and how it is made, including instruction in proper handling.

2. Lessons should be given on the printed parts, particularly the title page, introduction, table of contents and index, teaching the information to be gained from each.

3. Make a study of the dictionary to find out what information may be gained here in addition to the definition and derivation of words. Teach the meaning of the abbreviations used and what is meant by the terms: dictionary arrangement, classed arrangement.

4. Teach the classification scheme of the library and train the pupils to find material on different subjects from the shelves of the library.

HELPS IN TEACHING THE USE.

Dictionary leaflets. G. & C. Merriam Co., Springfield, Mass., free.
Ward, G. O. Practical use of books and libraries. Boston bk., \$1.00.
Elementary chapters on books, their structure, parts and reference use.

The teacher or school librarian must know the contents of the books in order to connect them with the pupils' tastes or interests. This is the first essential to effective use of the library. If she knows her books there are many ways of interesting the pupils in them.

1. Class room libraries: A few books of especial interest may be placed temporarily in each room to stimulate interest. If possible, these books should be in beautiful editions, with cheaper copies in the library for home use.

2. Reading circle lists: Some children like to read from lists. Have one for each grade and post in the room. This reading may be connected with the language work. Encourage children to own books, and parents to start home libraries for their children.

3. Story telling: By means of stories, interest may be aroused. If an ethical story is used, do not point the moral. Make direct reference to the book in which the story is found, having a copy at hand if possible. Tell stories from the books in the library, rather than always relying on collections of stories.

4. Reading aloud a part of a book may induce the reading of the whole. Use this means to introduce books of the finest quality and those a little beyond the grasp of the pupils' own reading.

5. Counteract the use of poor books by stimulating interest in really good ones.

6. Lead to use of good books by indirect suggestion, sometimes mentioning a character or incident from a book.

7. Use the pupils' interests to lead to the world of books, in work or play.

8. Remember that acquaintance with books lays a foundation for companionship among educated people. See that the pupils in the school are getting the books "that every child has read."

9. Connect the library with the life and work of the school. Use it in connection with the lessons, for ethical instruction, for observance of holidays, for the literary society or debate club.

10. Plan definite courses of reading through the grades to prepare for intelligent use of books in the high school.

11. Allow time for reports on home reading and discussion of book favorites. Recommendations on what to read next will give opportunity for progressive work.

12. In the high school, the library should strengthen the English work, not only in the study of the classics, but in practical work in vocational guidance, and preparation for life work.

13. Provide interesting books for the home reading of high school students as carefully as for the grades.

Community service. The consolidated school is founded upon the idea of community service and all the equipment should be a means to this end. In this type of school, the library should play an important part. The room should be sufficiently large to be used as a reading room and it should be easy of access, so that people will come freely. It should serve as a bureau of information for farmers' clubs and the women's clubs of the neighborhood, and the traveling library may be kept here if provision is made for regular service.

Many of the books on the state school lists, particularly those listed for the 7th and 8th grades and for the high school, will be of interest for the grown people, particularly those on agriculture, home economics and books of travel, biography and many of the stories.

Some books for adults may be added to the library, raising money for these by entertainments or by subscriptions.

A list of interesting books for school libraries open to the neighborhood will be furnished, upon request, by the supervisor of school libraries. No library aid can be obtained on the purchase of books not included in the state lists.

Advice on school libraries. The supervisor of school libraries of the Department of Education, will give advice upon the selection of books, plans and furniture for library rooms in school buildings, and all matters pertaining to school libraries.

Traveling libraries. The Minnesota Public Library Commission maintains a system of traveling libraries whereby any community may obtain books for general reading, charging only a fee for transportation. It has not been the custom to house these libraries in the school as the buildings are closed so much of the time. Where definite arrangements are made for opening school libraries to the public, such traveling libraries may be secured. For further information and application blanks address the Minnesota Public Library Commission, The Capitol, St. Paul.

Supplies Needed in Organization of School Libraries.

CLASSIFICATION.

Minnesota school library list. Outline of classification sufficient for small libraries.

Abridged Dewey decimal classification (for large collections)..... \$1.50

CATALOGING.

Hitchler. Cataloging for small libraries..... 1.25

MENDING.

Mending cloth strips (six yards one inch wide to package)..... .05

Paste (dry form will make two quarts) per package..... .30

BRUSHES.

Flat, long handle..... .15

MARKING.

David's letterine (white ink) per bottle..... .15

Devoe's white spirit varnish, per bottle..... .25

Higgin's American India ink, per bottle..... .25

Esterbrook pens No. 312.

ACCESSIONING.

Accession record one thousand lines (paper cover)..... .75

CHARGING SYSTEM.

Book (library record)..... .85

Book cards, per 1000..... 1.25

per 10015

Book pocket (open end)—

Unprinted per five hundred..... 1.00

Unprinted per thousand..... 1.75

Printed with name of library per five hundred..... 1.75

Printed with name of library per thousand..... 2.75

Charging tray with cover..... 1.80

ARRANGEMENT.

Book supports per ten..... .90

Shelf label holders, each..... .10

Gummed letters; handy box of two thousand letters and figures..... 3.50

OTHER SUPPLIES.

Bulletin boxes, each..... .10

School library stamp..... .50

Dating stamp25

Stamp pad20

Excelsior commercial printing outfit..... .50

Addresses for any of these articles will be furnished by the Supervisor of school libraries.

TEACHERS' TRAINING DEPARTMENT.

Notes for study on the Rural school library.

Introductory.

The teachers' training departments in the high schools prepare teachers for the rural schools. One of the first things a country teacher has to do is to select a school library. She often has little knowledge of children's books, and little idea of what the school library may be in the school.

The training school should include in its work some discussion of the rural school library, its purpose and use, afford an opportunity for acquaintance with the best children's books which are suited to the needs of the rural school, and give the cadets a knowledge of the state School list, from which they must select their books, so that they may use it to advantage.

The following notes are designed to help the teacher of the training class to give such instruction. The work is based on the state list, the Minnesota School library list—Books for elementary and rural schools a copy of which should be personally examined by every student. These may be obtained from the County superintendent.

It is recommended that each student teacher be required to read at least 15 of the books on the list: Two hundred books for a rural school library, and examine many others. The teacher should assign the books to be read so that the books will be selected from the different classes.

In making the assignment, the teacher will find a basis for criticism in the notes given at the beginning of the classes in this list.

Every training department should have in the class room, where there is not a well organized school library, its own library of books helpful to the training department and the country teacher. A list for such a library is included in this list, pages 90-96.

The training department should also own or have access to all the books on the list Two hundred books for a rural school library.

THE RURAL SCHOOL LIBRARY.

Every teacher needs—

(1) Knowledge and appreciation of books for help in her school work and intimate acquaintance with the best children's books.

(2) A clear idea of the purpose and possibilities of a school library.

(3) Knowledge of school library aids that are obtainable.

(4) To know how to select a useful school library.

(5) To know how to order books.

(6) To know how to care for and use a school library.

1. Knowledge of books.

The necessity for acquaintance with books needs no argument. Without them no teacher can perform her task of opening the field of knowledge to boys and girls nor give them full training for successful living. Unless she knows children's books herself, she cannot make them a power in her school. The only way to know books is to read them, read good books, and cultivate a taste for them. There are some books about books, which are suggestive. Every teacher should read all or parts of the following books, and should supplement such study by reading the books mentioned in these discussions.

- Adler. Moral instruction to children.
- Colby. Literature and life in school.
- Lowe. Literature for children.
- Olcott. Children's reading.

2. Purpose of school library.

- (1) Supplement class work and make lessons more interesting.
- (2) Furnish books for home reading for information and entertainment.
- (3) Encourage the reading of good books.

3. What the state does for school libraries.

- (1) Requires a school library as part of the equipment necessary for state aid and provides aid in selection by means of school library lists.
- (2) Gives library aid to rural schools under these conditions:
 - a. District must expend \$10 annually for library books. The state reimburses the district on a pro rata basis for part of the sum expended.
 - b. Books must be selected from the list prepared by the Department of Education.
- (3) Department of Education employs a Supervisor of school libraries who prepares the school catalog, gives advice on book selection, arrangement and planning of library rooms and all matters pertaining to school libraries.
- (4) Minnesota school library list—Books for elementary and rural schools.

All books bought with state library aid must be selected from this list. A copy may be obtained from the county superintendent. Points to be noted:

- a. Introduction—this should be studied carefully.
 - Law relating to school libraries.
 - Suggestions on the care and arrangement of the library.
 - Two hundred books for a Rural school library.
- b. How the school library list is arranged.
 - Class arrangement is used, thus bringing books on the same subject together in one place.
 - In each class, the books are arranged alphabetically by author's name.
 - Observe the class number at the beginning of each division, as 398 Fairy tales. This is the number for all books in this class.
 - These classification numbers correspond to those used in public libraries.

Author's name is given briefly.

Title of the book follows the author's name.

Publisher's name is given. This specifies the edition, as some books are issued by different publishers. An attempt has been made to list here, good attractive editions. An index to publishers is included at the back of the book.

Price. The attempt has been made to list books in the best inexpensive editions, while in some cases a cheap and a fine edition have both been included. It is generally considered an economy to buy a book in an attractive edition which a child will read and enjoy rather than to get one with poor print and paper which will not be used.

Only the publisher's list price can now be given. The schools should get a considerable discount from these prices. Get prices on the books you wish, from reliable dealers before ordering. Always add supplementary list to orders.

c. **Grade.** The grade for each book is indicated.

d. **Annotations.**

Each book has a descriptive note: these should be read carefully.

e. **Index.** A full author and title index is given at the back of the list, referring to the catalog number of the book. This shows whether the list contains a particular title or a book by a certain author.

f. **How to use the School list as a catalog of a school library.** Check the index for every book in the library, by author and title, also check the entry under subject. Mark each book with the number at the head of the division where it is listed. Arrange the books on the shelves, placing all of one number together, alphabetically by author's name.

(5) Two hundred books for a rural school library.

This list represents a standard, beginning collection of library books for a graded or rural school. It provides books for all ages and touches all subjects.

4. **Book selection for school libraries.**

Study carefully the suggestions on page xiv.

Read the introduction to each division in this list.

Read the annotations under the title before ordering and note the grade for which it is intended. Buy books from the 200 book list until all of these have been acquired.

Do not buy all stories, but get interesting books on all subjects. Get books of practical information—how to make and do things. In selecting titles, read the annotations which tell something of the book.

Observe grade for which it is intended.

5. **Ordering books.** Read Notes on Ordering, page ix.

6. **Care of school library.**

Shelves must be provided for books.

Keep books in good order on shelves.

Teach children to take care of books:

To prolong the life of book and keep it attractive.

To respect the rights of others—little citizen's duty. No one likes a torn, soiled book.

When new books come, talk to children about them and their care.

Read Notes on Care of the Library, page vi.

Records.

Teachers or school librarians should keep a careful record of the books in the library, of all books loaned, and keep an accurate account of any money received for fines.

Reports.

At the end of the school year, make a report on the number of volumes in library; number of volumes added during the year; volumes loaned; receipts for fines.

Read Records, Accessioning, page xx.

Use of the school library.

The teacher must know the books in her library thoroughly in order to use them successfully, it is "the book that teacher says is good" that the child wants to read.

SUGGESTIONS ON THE USE OF THE SCHOOL LIBRARY.

Adapted from Oregon State library—School circular No. 2.

What you may do to make it of service.

1. Know your books.
2. Look them over for something:
 - a. To read aloud.
 - b. To interest the child who does not read.
 - c. To help the one who has a decided interest.
 - d. To make the lessons more interesting.
 - e. To suggest ethical stories which will help to correct faults.
3. Read aloud from some of the best books.
4. Find out what each boy and girl cares most about and use curiosity or interest which has been aroused. Cultivate any decided aptitude, and awaken new interests.
5. Encourage home reading.
6. Substitute a good book for the fair or poor one which is undermining the character of the child.
7. Read a "starter" from a big book, or from a neglected one which is really worth while.
8. Allow individual reading in the schoolroom when the lesson is learned, and do not make this a reward of merit.
9. Use the library to enliven the language lesson by Friday afternoon "book talks," avoiding formal reports.
10. Use library books to supplement the text books. Assign readings and allow class time for reports on outside reading.
11. Ask questions to start search for information. (For instance—Did the cavemen have cloth?)
12. Choose a hero for each month and read about him, talk about him, learn about his life and times. (Arthur, Siegfried, Richard I, Charlemagne, Franklin, Paul Jones.)
13. Discuss interesting people in books. A debate on the comparative merits of certain boy-heroes in books may result in more discriminating selection of ideals.
14. Read short stories to correct faults (and do not point the moral.)

15. Teach use of table of contents and index. Let the children see who can find most about some subject in a given time in some certain book or books.
16. Plan an annual "library day" with program from one author, talks about the books, readings, a debate.
17. Plan for systematic reading of best literature through the grades in preparation for literature in the high school. Foundation work is essential in this subject as in others.
18. See that the library does three things for your school:
 1. Makes the lessons more interesting.
 2. Provides training in the use of books.
 3. Cultivates the reading habit.

Story telling is one of the best means of interesting children in reading. Use the story telling to direct to books, telling the story from a book not read as it should be. Have the book at hand to show when telling the story. Examine the books listed under Story telling and Children's literature, many of them include lists of stories to tell.

A very useful pamphlet on story telling is: List of stories and programs for story hours. Obtain of H. W. Wilson Co., White Plains, N. Y. 20c.

PUPILS' READING CIRCLE.

The reading circle is a good means of directing reading and of arousing interest in books. It is desirable that the children should own the books they read, thus beginning a library of their own. Parents might be willing to get them for birthday and Christmas presents, or the children save their own money to buy them.

The reading may be connected with the language work. Informal reports on the books read, are usually more satisfactory. The children should be encouraged to tell what they liked best in the book, which character they preferred and whether the book was like any other they had read. The teacher should decide the number of books to be read in a year.

This list is suggested for reading circles in the grades, 1915-16.

Grades 3-4.

Bunyan. John Bunyan's dream story.
Edgar. Treasury of verse.
Eggleston. Stories of great Americans.
Maeterlinck. Blue bird for children.
Perkins. Eskimo twins.
Zwilmeyer. Johnny Blossom.

Grades 4-5.

Barber. Wagner opera stories.
Carroll. Alice in Wonderland.
Craik. Little lame prince.
Horton. Group of famous women.
Page. Among the camps.
St. Nicholas. Stories of the ancient world.
Spyri. Moni, the goat boy.
Wiggin. Bird's Christmas Carol.

Grades 5-6.

Aanrud. Lisbeth Longfrock.
Gale. Achilles and Hector.
McDonald & Dalrymple. Kathleen in Ireland.
Pollock. Our Minnesota.
Schmidt. William Tell.
Schultz. Sinopah.
Thackeray. Rose and the ring.
Zollinger. Boy's ride.

Grades 6-7.

Hare. Story of Bayard.
Hill. On the trail of Grant and Lee.
Lange. Lost in the fur country.
Macleod. Book of King Arthur.
Muller. Elsbeth.
Richards. Florence Nightingale.
Tappan. Letters from Colonial children.
Wiggin. Rebecca of Sunnybrook farm.

Grades 7-8.

Darton. Tales of the Canterbury pilgrims.
Grenfell. Adrift on an ice pan.
Kirkland. Boy editor.
Lamb. Adventures of Ulysses.
Pinchot. Training of a forester.
Scott. Lady of the lake.
Smith. North America.
Washington. Up from slavery.

BOOKS FOR ELEMENTARY AND RURAL SCHOOLS

Order no. and grade.

List price.

REFERENCE BOOKS.

- 1 **Bartholomew, J. G.** Literary and historical atlas of America (Everymans library.) (Library binding.) Dutton... .50
 Includes a survey of North and South American coinage.
- 2 **Bartholomew, J. G.** Literary and historical atlas of Europe. (Everymans library.) (Library binding.) Dutton..... .50
 Useful little reference books, containing colored historical maps, line maps, plans of notable battles and districts connected with authors and books, and a limited gazetteer of places of literary and historical interest.—A. L. A.
- 3 †**Champlin, J. D.** Young folks' cyclopedia of common things. 3d ed. (1906). Holt 3.00
 Gives in simple language, knowledge of things in nature, science and the arts which are apt to awaken the child's curiosity. Description of articles in common use and processes connected with the arts.
 Articles are brief and arranged alphabetically by subject. Index. Many text illustrations.
 Best of the small encyclopedias but some articles are now somewhat out of date.
- 4 †**Champlin, J. D.** Young folks' cyclopedia of literature and art. Holt 3.00
 Brief accounts of leading works in literature, architecture, sculpture, painting, music. Includes characters in fiction, pen names, nicknames, etc. Considerable text illustration. N. Y.
- 5 †**Champlin, J. D.** Young folks' cyclopedia of persons and places. 6th ed. (1911). Holt..... 3.00
 An illustrated pronouncing dictionary and cyclopedia in simple language.
 This set of cyclopedias is the best thing available for schoolroom use. Oregon.
6. **Fowler, N. C.** One thousand things worth knowing. Sully.. .50
 Useful information, briefly stated, on a variety of subjects, including some statistics. Alphabetically arranged. Index.
- 7 †**Hammond's** comprehensive atlas of the world. Hammond. 1.50
 Pt. 1 contains colored maps of the world. Pt. 2 Compendium of geography and index gazetteer.
 Gives much useful information, and is of convenient size for the school library.
- 8 **McSpadden, J. W.** Handy book of synonyms. Crowell.... .50
- 9 †**Powers, G. W.** Handy dictionary of poetical quotations. Crowell35
- 10 †**Powers, G. W.** Handy dictionary of prose quotations. Crowell35
 Convenient small compilations.
- 11 **Ward, G. O.** Practical use of books and libraries, 2d ed. rev. Boston bk. 1.00
 Elementary chapters on books, their structure, parts and use, on magazines and reference books.

† On 200 book list for first purchase.

Order no. and grade.

List price.

- 12 **Whitaker, C. W., ed.** American Whitaker almanac and encyclopedia. (1915). Doubleday 1.00
 Annual. Facts concerning the trade, production, population, government and statistics of the U. S. and the world. Special war section.
 American edition of an English publication, similar to World almanac.
- 13 †**World almanac.** 1915, (cloth). Press pub.60
 Annual. Brief information on a great variety of subjects and useful recent statistics. Index in front.
 This must be ordered early as the edition published is small.
 Numbers 6 and 12 give somewhat the same information.

Class No.

028 PICTURE BOOKS AND BOOKS FOR CHILDREN'S FIRST READING.

Picture books to serve their purpose in a library must not only be beautiful and instructive, but must lead to reading books. They are the beginnings of children's literature. Power.

Test. Picture books should be good in drawing and color. There should be action in the picture, so that it tells a story. The story told must be one which could be given to the child to read if it were written. There should be humor but not coarseness, fun but not vulgarity.

- 14 (1-2) **Aesop.** Fables; retold by Mary Godolphin in words of one syllable. Burt60
- 15 (1-2) **Baby days;** ed. by M. M. Dodge. Century 1.50
 Songs, stories and pictures for very little folks. Pittsburgh.
- 16 (1-2) **Bakewell, M. E.** True fairy stories. (Eclectic readings.) Amer. bk.35
 Contents: The red shoes—Elder-tree mother—Knights and the good child and the naughty child—Ear of wheat—Five little seed babies—How the storks came and went—Milkweed fairies—Spring song—How the nautilus left his ship—Swan's song—The bell—Beaver story—How Christmas came to Bertie's house—Nightingale—Story of truth.
- 17 (1-2) **Baldwin, James.** Fairy reader. (Eclectic readings.) Amer. bk.35
 The ten famous stories in this book have been adapted from Grimm and Andersen for school use, and can easily be understood by the youngest pupils. Most of the tales teach valuable moral lessons. Oregon.
- 18 (1-2) **Baldwin, James.** Second fairy reader. Amer. bk.35
 Each story is derived from the folk-lore of a different people, and written in simple words and easy sentences suitable for the use of the youngest readers. A. L. A.
- 19 (1-2) **Bannerman, Helen.** Story of little black Sambo. Stokes.. .50
 A story invented for two little girls by an English lady in India, "where black children abound and tigers are everyday affairs." Very popular. Cleveland.
- 20 (1-2) **Beebe, Katherine, & Kingsley, N. F.** First year nature reader. Amer. bk.35
 Follows the seasons from fall to summer, calling attention to the flowers, fruits, birds, and activities of everyday interest. Many suggestions for seat work in the class room are given. Oregon.
- 21 (1-2) †**Bigham, M. A.** Mother Goose village. Rand.45
 Familiar friends from Mother Goose are used in kindergarten stories, impressing nature, industrial and ethical lessons. Text interesting and three color illustrations attractive.

† On 200 book list for first purchase.

| Order no. and grade. | List price. |
|---|-------------|
| 22 (1-3) Blaisdell, M. F. Polly and Dolly. Little..... | .40 |
| Simple stories of four children and their good times at home and school and in the country. A. L. A. | |
| 23 (1-2) Blaisdell, M. F. Pretty Polly Flinders. Little..... | .40 |
| Polly Flinders asks what happened then—after Silver Locks went into the bear's house and ate their porridge,—after the kittens lost their mittens, and other happenings,—and here are the answers. | |
| 24 (1-2) Braden, J. M. Little book of well-known toys. Rand..... | .45 |
| Stories and jingles about a great variety of toys. Two-color illustrations. | |
| 25 (1-2) Brooke, L. L., il. Golden goose book. (Children's books, pt. 2.) Warne | .50 |
| 26 (1-2) Brooke, L. L., il. Johnny Crow's garden. Warne..... | 1.00 |
| An old nursery rhyme with pictures in color of the lion with his green and yellow tie on. The crane caught in the rain, and other humorous situations. Cleveland. | |
| 27 (1-2) Brown, C. L., & Bailey, C. S. Jingle primer. Amer. bk..... | .30 |
| Based on Mother Goose rhymes and folk tales. | |
| 28 (1-2) Bryce, C. T. Playtime primer. Newson..... | .36 |
| Rhyme games for playing and reading. Partial contents: Ring-a-rosy, Jemima Jones—Mulberry bush—Farmer in the dell—London bridge. Two color illustrations. | |
| 29 (1-2) Burgess, F. G. Goops; and how to be them. Stokes..... | 1.50 |
| Advice on manners and morals in amusing verse that children cannot fail to remember. Illevins. Library binding. | |
| 30 (1-2) Burnett, Mrs. F. H. Racketty-Packetty house. Century | .60 |
| About some old-fashioned dolls in a discarded doll house. | |
| 31 (1-2) Cox, Palmer. Brownies at home. Century..... | 1.50 |
| Library binding. | |
| 32 (1-2) Cox, Palmer. Brownies; their book. Century..... | 1.50 |
| What child does not know and love these queer, wee men? Power. Library binding. | |
| 33 (1-2) Crane, Walter, il. Beauty and the beast picture book. Lane | 1.25 |
| The book consists of three paper picture books bound together. The other stories are The hind in the wood and The frog prince; and there are 18 colored pictures. The pictures are highly colored, spirited and characteristic in fullness of detail. | |
| 34 (1-2) Deming, T. O. Indian child life; il. by E. W. Deming. Stokes | 2.00 |
| Written for children and made most attractive by many full page color plates after paintings in water color. | |
| 35 (1-2) Deming, T. O. Red folk and wild folk; il. by E. W. Deming. Stokes | 1.50 |
| Indian folk-lore stories for children, with numerous full-page illustrations in color. An attractive picture book. | |
| 36 (1-2) Dodge, Mrs. M. M. New baby world; compiled from St. Nicholas. Century | 1.50 |
| Stories, rhymes and pictures. | |
| 37 (1-2) Fox, F. C. Indian primer. Amer bk..... | .25 |
| About five types of Indian children,—their food, shelter, clothing, manners, and customs, with Indian myths and legends. | |
| 38 (1-2) Francis J. G. Book of cheerful cats. Century..... | 1.00 |
| Humorous pictures and verses. | |

† On 200 book list for first purchase.

| Order no. and grade. | List price. |
|---|-------------|
| 39 (1-2) Gardner, Mary. Work that is play; a dramatic reader based on Aesop's fables. Flanagan..... Fables and how to act them. Partial contents: The bundle of sticks—The lark and her little ones—The wind and the sun—The Arab and the camel—The maid and the milk—The hare and the tortoise—The two travelers. | .35 |
| 40 (1-2) Grover, E. O. Art literature readers; a primer. Atkinson Numerous pictures which are reproductions of paintings. | .30 |
| 41 (1-2) Grover, E. O. Art literature readers. 2v. Atkinson. Book 1 | .40 |
| 42 Book 2 (by E. O. Grover & F. E. Chutter)..... Each contains reproductions of paintings, and easy text to fit the pictures. | .40 |
| 43 (1-2) Grover, E. O. Folk lore readers; book 1. Atkinson..... Based on nursery rhymes and Aesop's fables. Two-color illustrations. | .30 |
| 44 (1-2) Grover, E. O. Folk lore readers; a primer. Atkinson..... Based on Mother Goose stories. Two-color illustrations. | .30 |
| 45 (1-2) Grover, E. O. Kittens and cats; a first reader. Houghton Pictures and easy stories for little folks who like cats. | .40 |
| 46 (1-2) Grover, E. O. Overall boys; a first reader; il. by B. L. Corbett. (School ed.) Rand Their outdoor life, how they celebrated Christmas and Thanksgiving, and adventures in the city. Illustrated in color. | .45 |
| 47 (1-2) Grover, E. O. Sunbonnet babies' primer; il. by B. L. Corbett. Rand Colored illustrations. | .40 |
| 48 (1-2) Haaren, J. H. Rhymes and fables; first reader grade. (Golden rod books.) Newson Nursery rhymes with pictures. Very popular. Pittsburgh. | .12 |
| 49 (1-2) Haaren, J. H. Fairy life; third reader grade. (Golden rod books.) Newson The best fairy poems as well as fairy tales. Oregon. Golden rod books are not very durable, but good and cheap. | .20 |
| 50 (1-2) Harris, A. E. Eugene Field reader. Scribner..... Verses, stories, letters for school reading. | .40 |
| 51 (1-2)†Holbrook, Florence. Hiawatha primer. Houghton..... A first reader, guiding little children to an understanding and enjoyment of selected passages from Hiawatha. Fully illustrated, partly in color. Popular. | .40 |
| 52 (1-2) Hopkins, W. J. Sandman; his farm stories. Page..... For young children. Notable for simplicity and skillful recognition of child's love of details. N. Y. For reading aloud to little children. Not strongly bound. | 1.50 |
| 53 (1-2) Horsford, I. M. Stories of our holidays. Silver..... Easy reading for notable days from Labor day to the Fourth of July. | .30 |
| 54 (1-2) Howard, F. W., ed. Banbury Cross stories. Merrill..... Contents: Titty mouse and Tatty mouse—Chicken-licken—Half-chick—Old woman and her pig—Three bears—Lazy Jack—story of Mr. Vinegar. In words of one syllable, with line illustrations. | .25 |
| 55 (1-2) Judd, M. C., & Moses, M. J. Palmer Cox Brownie primer. Century Text from the Brownie books so arranged as to repeat the words constantly. Illustrated with Brownie pictures. Cleveland. | .40 |

† On 200 book list for first purchase.

| Order no. and grade. | List price. |
|---|-------------|
| 56 (1-2) Klingensmith, Annie. Household stories. Flanagan..... | .35 |
| For the child's own reading. Drawn from folklore and legend. Oregon. | |
| 57 (1-2) Lane, Mrs. M. A. L. Stories for children; first reader grade. (Eclectic readings.) Amer. bk..... | .25 |
| Simple stories and poems which children may read for themselves. | |
| (1-2) Lang, Andrew, ed. Fairy tale books. Longmans. | |
| The series from which the following titles are taken is based on the Blue fairy book and planned for supplementary reading. The books are well made and the stories simply told. | |
| 58 Cinderella; or, Little glass slipper, and other stories..... | .20 |
| 59 Dick Whittington, and other stories..... | .30 |
| 60 History of Jack the Giant killer, and other stories..... | .20 |
| 61 Little Red Riding Hood, and other stories..... | .20 |
| 62 Prince Darling; and other stories..... | .40 |
| 63 Sleeping beauty in the wood, and other stories..... | .20 |
| 64 (1-2)† Lansing, M. F., ed. Rhymes and stories. Ginn..... | .35 |
| Mother Goose rhymes and the animal nursery tales such as The three little pigs. Print and illustrations good. Popular. Cleveland. | |
| 65 (1-2) LeFèvre, Félicité. Cock and the mouse and the little red hen. Jacobs | 1.00 |
| Old tale retold. Colored illustration, full of action. Too expensive for the ordinary school. | |
| 66 (1-2) Lucia, Rose. Peter and Polly in summer. Amer. bk..... | .35 |
| Simple stories of home and outdoor life indirectly teaching courtesy, simplicity and love of nature. Illustrated. | |
| 67 (1-2) Lucia, Rose. Peter and Polly in winter. Amer. bk..... | .35 |
| Similar to above and dealing with winter fun. | |
| 68 (1-2) McDonald, Mrs. E. A. B., & Blaisdell, M. F. Boy Blue and his friends. Little | .40 |
| Why Mary's lamb went to school, what the mouse was looking for when he ran up the clock and other information about Mother Goose friends.—Introd. | |
| (1-2) McDonald, Mrs. E. A. B., & Blaisdell, M. F. Child life readers. 2v. Macmillan. | |
| 69 v. 1, Child life; a first reader..... | .25 |
| 70 †v. 2, Child life in tale and fable; a second reader..... | .35 |
| Based on the child's interests. Suggestions for seat work and phonetic drills. Poems and tales of real value as literature. Oregon. | |
| 71 (1-2) Mother Goose. Mother Goose in silhouette; cut by K. S. Buffum. Houghton | .75 |
| Much action in the pictures which are suggestive for paper cutting. Cleveland. | |
| 72 (1-2) Mother Goose. Mother Goose's melodies; or, Songs for the nursery; ed. by W. A. Wheeler. Houghton..... | 1.50 |
| Note:—For the earliest years of childhood Mother Goose melodies are capital. Even on entering school children have by no means outgrown their pleasure in them, and in whatsoever rhymes and jingles are fortunate enough to catch the Mother Goose tone, and mirror the Mother Goose world. They are still easily at home in that fantastic world where animals are very human, and even dumb inanimate objects grow animate and speak. The images presented here are simple and vivid, the stories tantalizingly brief, but satisfying the desire for action, and the rhythm is imperious. Colby. | |

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| 73 (1-2) † Mother Goose. Nursery rhymes, selected by Louey Chisholm. (Told to the children series.) Dutton..... | .50 |
| A pretty book with colored illustrations which are full of spirit and humor. | |
| 74 (1-2) † Mother Goose. Only true Mother Goose, ed. by Monroe and Francis. Lothrop | .60 |
| Reprint of an edition published in 1833. Contains an introduction by Dr. Hale. Much action and imagination in the crude woodcuts. Especially popular in the schoolroom.—Cleveland. | |
| (1-2) Norton, C. E., ed. Heart of oak books. Rev. ed. Heath. | |
| 75 † Book 1, Rhymes, jingles and fables. | .25 |
| 76 † Book 2, Fables and nursery tales. | .35 |
| Chosen from the masterpieces of English literature with special reference to the development of a taste for good reading. Probably the best collection of good literature offered in any series of school readers. The introduction is well worth reading. Oregon. | |
| 77 (1-2) Potter, Beatrix. Tailor of Gloucester. (Library binding.) Warne | .60 |
| A Christmas fairy story. Colored illustrations. | |
| 78 (1-2) Potter, Beatrix. Tale of Benjamin Bunny. (Library binding.) Warne | .60 |
| 79 (1-2) † Potter, Beatrix. Tale of Peter Rabbit. (Library binding.) Warne | .60 |
| Peter Rabbit was a naughty bunny who crept through the fence and made himself ill eating Farmer McGregor's cabbage. He had to go to bed and drink camomile tea while his brothers and sisters had bread and milk and blackberries for supper. Prentice and Power. | |
| 80 (1-2) Potter, Beatrix. Tale of Squirrel Nutkin. (Library binding.) Warne..... | .60 |
| These books are very popular with children. The simple stories are daintily illustrated and make most attractive little books for young readers. Oregon. | |
| 81 (1-2) Poulsion, Emilie. Through the farmyard gate. Lothrop.. | 1.25 |
| Stories and rhymes in which the domestic animals figure. Unnatural history, teaching moral lessons very pleasantly. Prentice and Power. | |
| 82 (1-2) Scudder, H. E. Verse and prose for beginners in reading Houghton. (Riverside literature series, cloth.)..... | .25 |
| Splendid collection for reading and for memorizing. | |
| 83 (1-2) Ségur, S. R. de. Sophie's troubles. Heath..... | .20 |
| True story of a bad little girl who became good. Pittsburgh. | |
| 84 (1-2) Skinner, A. M., & Lawrence, L. N. Little dramas for primary grades. Amer. bk..... | .35 |
| Simple stories and poems arranged in dramatic form. | |
| 85 (1-2) Smith, Elmer Boyd, il. Farm book. Houghton..... | 1.50 |
| About two children's stay on a farm where they learn about seed-sowing, milking, harvesting. Full-page illustrations in color. A. L. A. | |
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| The doings of twins, aged four, told with rhythm in word repetition. Cleveland. | |
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| Slight story. Colored illustrations. | |

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- 88 (1-2)†Stevenson, R. L. Child's garden of verses. (School ed.)
Rand.50
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This abridged edition is illustrated in color, is attractive and very popular.
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Contents: Little pine tree—House in the wood—Little Goody Twoshoes—Three bears—Gingerbread boy—City mouse and the country mouse and other little stories for little children.
- 90 (1-2) Summers, Maud. Primer; il. by L. F. Perkins. Beattys.... .32
- 91 (1-2) Tileston, Mrs. M. W. F., comp. The children's hour. Little50
Mainly Mother Goose. Contains also a few favorite poems, such as, Thank you, pretty cow, and also The story of the three bears, Henry-Penny, and the Old woman and her pig. Cleveland.
- 92 (1-2)†Treadwell, H. T. & Free, Margaret. Reading literature; first reader; il. by Frederick Richardson. Row..... .36
Groups of Mother Goose rhymes, simple poetry and folk tales from the English, Scotch, German, Norse, Russian, Swedish and Spanish.
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Contents: Little red hen—Gingerbread boy—Old woman and her pig—Boy and the boat—Pancake—Chicken Little—Billy goats Gruff—Little Tuppens—Little Spiders first web.
- 94 (1-2) Trimmer, Sarah. History of the robins. Heath..... .20
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- 97 (1-2) Warren, M. L. From September to June with nature. Heath.40
Brief, simple lessons which any child will read with interest. Oregon.
Note.—Books for the story hour, collections of children's stories for telling and for reading aloud are included with books for teachers on page—
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The animals' conversations are made realistic by good photographic illustrations.

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Class no.

170

ETHICS, MORALS AND MANNERS

- Test:—Books of ethics should contain carefully selected material, and should be interesting, helpful and inspirational.
- 99 **Addams, Jane.** Spirit of youth and the city streets. (Standard school library.) Macmillan..... .50
- Shows how the spirit of youth may be utilized for good by opening up the proper channels of pleasurable activity. A wise and sympathetic book. For teachers.
- 100 (Ref) **Cabot, E. L.** Ethics for children. Houghton..... 1.25
- A central topic is chosen for each of the eight grades—helpfulness, home life, work, loyalty, etc. and under each are grouped extracts from good authors, one for each month. A. L. A.
- 101 (6-7) **Coe, F. E.** Heroes of everyday life. Ginn..... 40
- Cites incidents of individual bravery among divers, telegraph operators, civil engineers, day laborers, life-savers, firemen, engineers at sea, miners.
- 102 (7-8)† **Dewey, Mrs. J. M.** Lessons on manners. Hinds..... .75
- A simple, sensible book on behavior. Oregon.
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- To help children to learn to decide rightly, questions of conduct and to become strong and self-reliant in character. Oregon.
- 104 (6-8)† **Gulliver, Lucile.** Friendship of nations. Ginn..... .60
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- 107 (4-5) **Martin, F. E. & Davis, G. M.** Firebrands. Little..... .50
- Stories designed to teach children how to avoid setting a fire, how to extinguish one or hold it in check until help arrives. Chapter on what to do in case of fire and one on first aid.
- 108 **Wallace, Henry.** Uncle Henry's letters to the farm boy. Macmillan50
- Eighteen letters on habits, education, business, recreation and kindred subjects.

Class no.

220 BIBLE STORIES. STORIES OF THE SAINTS.

- 109 (3-4) **Baldwin, James.** Old stories of the East. Amer. bk..... 45
- Stories from the Hebrew scriptures. Not in Bible language. Oregon.
- 110 (4-5) **Bible.** Old Testament stories; selected by Edwin Chisholm. (Told to the children series). Dutton..... .50
- Stories of Abraham, Isaac, Jacob, Joseph, and Moses. In scripture language with parts uninteresting to children omitted.
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| 115 (5-6) Guerber, H. A. Story of the chosen people. (Eclectic readings. Amer. bk. | .60 |
| Consecutive story of the Jews, written in simple style, to familiarize children . . . with the outline of the story contained in the Old Testament, so that they can understand the allusions which appear in juvenile literature, and can appreciate art. Preface. | |
| 116 (6-8) Hodges, George. Castle of Zion; stories from the Old Testament. Houghton | 1.50 |
| 117 (6-8) Hodges, George. When the King came. Houghton..... | 1.20 |
| Forty-one Old Testament stories, chiefly from the Books of the kings. They relate many incidents that are not usually included in Bible story books. Illustrations in black and white. | |
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| 119 (3-4) Proudfoot, A. H. Child's Christ tales. Flanagan..... | 75 |
| Kindergarten stories of the Christ child and the saints. Illustrated with pictures of religious paintings. | |
| 120 (1-3) Stewart, Mary, comp. Tell me a true story. Revell..... | 1.25 |
| Short, simple Bible stories, told according to kindergarten methods. A. L. A. Not in Bible language. | |

Class no.

290 MYTHOLOGY—GREEK AND ROMAN. SCANDINAVIAN.

Myths. In early ages man recognized forces external to himself which largely determined the conditions of his life. These forces of nature, such as light and darkness, fire, and summer and winter, he personified and made the subject of stories. In the same way he theorized about the origin and control of the universe, attributing the governing power to one God or many gods, and inventing stories about the relations of these divinities to each other and to man. Harron and others—Course of study on literature for children.

- 121 (4-5) **Baldwin, James.** Golden fleece: more old Greek stories. (Eclectic readings.) Amer. bk..... .50
- The adventures of Jason and his companions in their many wanderings in search of the Golden Fleece, retold for children.
- 122 (3-4) **Baldwin, James.** Old Greek stories. (Eclectic readings.) Amer. bk.45
- Told in simple language, and as hero stories, not as stories of gods, and with no attempt at analysis and explanation. Both Greek and Latin names given, but Latin forms are used in the story. Oregon.
- 123 (4-5)† **Brown, A. F.** In the days of giants; il. by E. B. Smith. Houghton50
- Sixteen Norse myths about the beginnings of things and about Odin, Thor, Loki, Skadi and other gods and goddesses.
- 124 (4-5) **Carpenter, E. J.** Hellenic tales. Little..... .60
- Contents: Battle of the frogs and mice—Cloud cuckoo-borough—Celestial runaway—How Pelops won his bride—Atalanta's foot-race—Hero and Leander—Narcissus—Cupid and Psyche—True history—Europa's wedding journey—Orpheus and Eurydice—Daedalus and Icarus—Cydippe and Acontius—Polyphemus, Acis and Galatea—Pandora's curiosity—Thetis—Glaucus—Sirens—Hunt in Calydon—Odysseus and Leucothea—Theseus and the ring.
- Selections from Long ago in Greece.
- 125 (2-3) **Cooke, F. J.** Nature myths and stories. Rev. ed. Flanagan .35
- Stories from mythology and poetry. Grouped by animals, birds, cloud, flower, insect, mineralogy, sun myths, tree and miscellaneous stories.

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| 126 (2-3) Foster, M. H. & Cummings, M. H. Asgard stories; tales from Norse mythology. Silver Simple language, for smaller children than Brown. | .36 |
| 127 (5-6) French, Allen. Story of Grettir the Strong. Dutton..... This is the only good form of this saga for children's reading and is a vigorous and interesting narrative. A. L. A. | 1.25 |
| 128 (Ref) Guerber, H. A. Myths of Greece and Rome. Illus. ed Amer. bk. Narrated with special reference to literature and art. | 1.50 |
| 129 (Ref.) Guerber, H. A. Myths of northern lands. Illus. ed. Amer. bk. Similar in plan to above. Has a chapter comparing Northern and Greek mythologies. | 1.50 |
| 130 (3-4) Hall, Jennie. Four old Greeks. Rand..... Greek life, customs, and art in the stories of Achilles, Herakles, Dionysos, and Alkestis. Has vocabulary, bibliography, and suggestions to teachers. Well printed and illustrated. Oregon. | .35 |
| 131 (5-6) Hawthorne, Nathaniel. Tanglewood tales. (Riverside literature series, cloth.) Houghton Contents: The minotaur—Pygmies—Dragon's teeth—Circe's palace—Pomegranate seeds—Golden fleece. Greek myths retold in a delightful manner. Contains a few good illustrations and a full index. Oregon. | .40 |
| 132 (4-5)† Hawthorne, Nathaniel. Wonder book for girls and boys. (Riverside literature series, cloth.) Houghton Contents are: Gorgon's head—Golden touch—Paradise of children—Three golden apples—Miraculous pitcher—Chimaera. | .40 |
| 133 (2-3)† Holbrook, Florence. Book of nature myths. Houghton.... Stories from folk lore of primitive races—telling of "first" things and why the animals and trees are so, and their part in the early life of man. Includes Why the wood pecker's head is red. How the fire was brought, Why the evergreens keep their leaves, and Why the sea is salt. | .45 |
| 134 (4-5) Judd, M. C. Classic myths. Rand Nature myths from the Greek, Roman, Norse, Finnish, Russian and German mythologies. | .35 |
| 135 (5-6)† Kingsley, Charles. Heroes; or, Greek fairy tales for my children; ed. for the use of schools. (Home and school library.) Ginn Stories of Perseus, the Argonauts, Theseus. Note—Kingsley's versions, wherever they parallel Hawthorne's, are vastly to be preferred. For the fanciful prettiness and playfulness of Hawthorne he gives us plain strength and seriousness, courage and steadfastness and beauty. He gives, too, what all must have felt who have come into contact with the Greek spirit in Homer and the great dramatists—something of its deeply religious aspect Colby. | .30 |
| 136 (5-6) Peabody, J. P. Old Greek folk stories told anew. (Riverside literature series, cloth.) Houghton Tells the stories omitted from Hawthorne's Wonder-book and Tanglewood tales. Full pronouncing index of mythology with reference to Hawthorne's works. Oregon. | .25 |
| (2-3) Pratt, M. L., ed. Myths of old Greece. 3v. Educ. pub. 137 v. 1, 40c; 138 v. 2, 60c; 139 v. 3, 60c. Hero tales, stories of the sun-god and other Greek myths. Pittsburgh. | |
| 140 (4-5) Pratt, M. L., ed. Legends of Norseland. Educ. pub..... Stories of Odin, Thor, Baldur and other Norse heroes told for little folk. Note—Adaptions of Homer and Virgil are classed with Latin and Greek literature in Class 870-880. See Class 398 for Fairy tales. | .60 |

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Class no.

320

GOVERNMENT.

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Information about currency, the mint, railway postal service, foreign mail, banking and revenue systems, etc., conveyed in a stiff and unreal story. N. Y.
- 142 (6-7) **Austin, O. P.** Uncle Sam's soldiers; a story of the war with Spain. (Home reading books.) Appleton..... .75
About West Point, army organization, coast defenses, details of camp and hospital life, and modern military methods in general. Pittsburgh.
- 143 (6-7) **Dole, C. F.** Young citizen. Heath..... .45
Partial contents: What the children can do—Who patriots are—The policemen—Our public servants—The city fathers—The city beautiful—The head of the nation.
A very simple explanation of the form of our government and of the duties of good citizenship. Illustrated. Oregon.
- 144 (7-8) **DuPuy, W. A.** Uncle Sam's modern miracles. Stokes.... 1.25
Informal accounts of the work of the government with contagion, the Filipino, the weather, the Indian, the desert, the Mississippi, the farmer's wife, the land, roads, new crops, wireless, rural mail delivery, the census, the mint, sanitation, secret service, the war college, the immigrants.
- 145 (7-8)† **Haskin, F. T.** American government. (School ed.) Lip-pincott80
Descriptions of the functions and workings of the branches of the government in Washington. Includes a chapter on the government of the district of Columbia. Useful, accurate and interesting information, popularly presented. A. L. A.
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Gives in story form, information about the board of health, juvenile courts, village improvement associations, immigration and naturalization, the national convention, the peace movement, and other topics. Adapted especially to eastern cities, but certain chapters will be of value. A useful appendix gives topics for investigation, with reading lists. Oregon.
- 147 (6-7) **Nida, W. L.** City, state and nation. Macmillan..... .75
Two-thirds of the book is devoted to brief accounts of city problems, which are covered fully. State government is treated briefly. The various branches of the national government are described and the Constitution is given in the appendix.
- 148 (6-7)† **Price, O. W.** Land we live in. Small..... 1.50
Discusses our forest, mineral and water resources and shows why conservation is necessary.
Attractively illustrated, but not strongly bound.
- 149 (6-7)† **Reinsch, P. S.** Civil government. Sanborn..... .60
Contents:—Government and the citizen—What governments do—Organization—Some American ideals.

Class no.

398 FAIRY TALES, FOLK LORE AND LEGEND. HERO STORIES.

Fairy tales. Are not ordinarily concerned with the great forces of life, like mythology, but with its details. They represent the effort to imagine a freer, richer life independent of actual conditions. The fairies and genii are the supernatural beings who either bring all good things to pass, or continually thwart man's desires and work him ill.

Test: They should be simple, child-like, optimistic in tone, setting forth right and wrong clearly; they should be expressed in good English. They should be free from morbidity, superstition and animism.

Fables. Do not deal with supernatural beings and depart from the natural only in giving to animals and inanimate objects, human characteristics and powers. The fable has a

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| direct moral purpose usually showing the result of a single trait of conduct. | |
| Legends. Are mixtures of popular tales and literary invention cast in narrative form and told as records of fact. They usually deal with some character of heroic type; some storied locality; or some event or period in the early history of nations. Harron and others. Course of study on literature for children. | |
| 150 (3-4) Aesop. Child's version of Aesop's fables, with a supplement containing fables from La Fontaine and Krilof; ed. by J. H. Stickney. (Home and school library.) Ginn.... | .35 |
| 151 (3-8)† Aesop. Fables; selected, told anew, and their history traced by Joseph Jacobs; done into pictures by Richard Heighway. Macmillan | 1.50 |
| An attractive edition for home reading for old and young. | |
| 152 (3-4)† Andersen, H. C. Stories. (Riverside literature series, cloth.) Houghton | .40 |
| "A prime advantage in an early acquaintance with Andersen springs from the stimulus which his quaint fancy gives to the budding imagination of childhood. It may be said without exaggeration that Andersen truly represents creative childhood in literature." The rest of this fine preface will appeal to teachers. Nineteen of the best stories are given. No illustrations. This is probably the best inexpensive edition. Oregon. | |
| 153 (5-6) Andersen, H. C. Stories and tales. Houghton..... | 1.00 |
| There are many good editions of Andersen but this and the following volume will satisfy all ages. Power. | |
| 154 (4-5) Andersen, H. C. Wonder stories for children, Houghton.. | 1.00 |
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| 155 (5-6) Arabian nights. Arabian nights' entertainments, based on a translation by E. W. Lane; ed. by F. J. Olcott. Holt.. | 1.50* |
| Fine edition, illustrated in color. | |
| 156 (4-5) Arabian nights. Stories from the Arabian nights. (Riverside literature series, cloth.) Houghton..... | .40 |
| It is important to select a cleanly edited edition of these famous tales. Many versions are quite unsuited to children. Many of the stories are included in readers and collections. Oregon. | |
| 157 (3-4) Baldwin, James. Fairy stories and fables. (Eclectic readings.) Amer. bk. | .35 |
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| 158 (7-8) Baldwin, James. Story of Siegfried. Scribner..... | 1.35 |
| Tells of his forging the wondrous sword, Balmung, of his riding through flaming fire to awaken the maiden, Brunhild, and of other strange and daring deeds. Pittsburgh. | |
| A modern version sometimes following the Eddas, sometimes the Nibelungen lay, and sometimes differing from both. Buffalo. | |
| 159 (5-6) Baldwin, James. Wonder book of horses. Century..... | .75 |
| Eighteen stories from the Horse fair. Drawn from myths, legends, and romances. Tales of winged steeds and war horses, of knights-errant and god-like heroes. Oregon. | |
| 160 (5-6) Barrie, Sir J. M. Peter and Wendy. Scribner..... | 1.50 |
| The play Peter Pan made into a fascinating story, with additions. A. L. A. | |
| 161 (3-4) Brown, A. F. Star jewels and other wonders. Houghton.. | 1.00 |
| The other stories are: Balloon boy—Green cap—Karl and the dryad—Indian fairy. | |

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| 162 (3-4) Browne, Frances. Granny's wonderful chair and its tales of fairy times. Dutton Contents: Christmas cuckoo—Lords of the white and gray castles—Greedy shepherd—Fairyfoot—Childe Charity—Sour and civil—Merry mind—Prince Wisewit's return—A story about the author. | .50 |
| 163 (4-5) Carroll, Lewis, pseud. Alice's adventure in Wonderland; il. by Arthur Rackham. Doubleday Beautiful edition. Illustrations in the spirit of the story, delicate, humorous, and in soft tones. | 1.40 |
| 164 (4-5)† Carroll, Lewis, pseud. Alice in Wonderland & Through the looking glass; il. by John Tenniel. (Juvenile school lib.) Macmillan Alice is nonsense, pure and simple, and delightful. It cannot be interpreted; it has no moral. Prentice and Power. | .50 |
| 165 (3-4) Carryl, C. E. Davy and the goblin. Houghton..... Davy's "believing voyage" to the sugar-plum garden. Jack and the bean-stalk's farm, the moving forest, Sinbad the sailor's house and other places. Cleveland. | 1.40 |
| 166 (3-4) Craik, Mrs. D. M. M. Adventures of a brownie. Harper.. An old-time fairy tale about a brownie who was up to all sorts of tricks. | .60 |
| 167 (4-5) Craik, Mrs. D. M. M. Little lame prince. (Home and school classics.) Heath The story of Prince Dolor of Nomansland who floated out of Hopeless Tower on the wonderful traveling cloak of imagination. An allegorical tale teaching patience and true kingship. Prentice and Power. | .30 |
| 168 (4-5) Craik, Mrs. D. M. M. Little lame prince; il. by Hope Dunlap. Rand Beautiful edition, with black and white and colored illustrations. | 1.25 |
| 169 (4-5)† Crommelin, E. G., ed. Famous legends. Century..... Groups familiar legends by chief character under England, France, Spain, Portugal, Ireland, Scandinavia, Switzerland, Italy, Germany. | .60 |
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Class no.

571

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Class no.

580

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Class no.

590

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591

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| HOUSEHOLD ECONOMICS. | |
| 397 (5-6)† Benton, C. F. Little cook book for a little girl. Estes..... .75 In story form. | |
| 398 (5-6) Benton, C. F. Saturday mornings; or, How Margaret kept house. Estes75 | |
| 399 (Ref) Colson, Elizabeth, & Chittenden, A. G. Child housekeeper; simple lessons, with songs, stories and games. Barnes... 1.00 For the teacher. Practical outlines for teaching girls to work intelligently at home. Oregon. | |
| 400 Dodd, Mrs. Helen. Healthful farmhouse. Whitcomb..... .60 Practical suggestions for making the farmhouse pleasant, sanitary and convenient to work in. A. L. A. | |
| 401 (7-8) Glover, E. H. Dame Curtsey's book of recipes. McClurg... 1.00 Based on practicability; does not contain instructions about cooking, but includes many helpful suggestions—e. g. school and picnic lunches, menus for many different occasions. A. L. A. | |
| 402 (Ref) Hapgood, O. C. School needlework. (Teacher's ed.) Ginn .75 Practical, illustrated manual, with teacher's supplement, giving suggestions for teaching sewing, from kindergarten through high school. Oregon. | |
| 403 (3-4)† Johnson, Constance. When mother lets us cook. Moffat.. .75 Fifty simple receipts selected with view to economy and a child's diet which most girls of ten could understand and use. Directions for each dish are prefaced by a list of ingredients and utensils needed. Interspersed are important cooking rules in doggerel. A. L. A. | |

† On 200 book list for first purchase.

| Order no. and grade. | List price. |
|--|-------------|
| 404 (4-5) Johnson, Constance. When Mother lets us help. Moffat... Simple directions for household tasks. A. L. A. | .75 |
| 405 (Ref) Kinne, Helen, & Cooley, A. M. Foods and household management. Macmillan | 1.10 |
| Under foods, it treats of kitchen furnishings, food preparation, with recipes, cost and purchase of food, menus and dietaries ;under household management, the budget system in management how to buy, cleaning and laundering. A. L. A. | |
| 406 (Ref) Kinne, Helen, & Cooley, A. M. Shelter and clothing. Macmillan | 1.10 |
| Discusses the home, its plan, furnishings, decoration and sanitation; and under Textiles and clothing, Textile materials, Sewing and garment making and Millinery. A. L. A. | |
| 407 (6-8)†McGlaulin, Idabelle. Handicraft for girls. Manual arts press, (Peoria) | 1.00 |
| A tentative course in needlework, basketry, designing, paper and cardboard construction, textile fibers and fabrics and home decoration and care designed for use in schools and homes. | |
| 408 (3-4) Morgan, Mrs. M. E. H. How to dress a doll. Altamus..... | .50 |
| Simple, clear directions with diagrams and patterns, teaching a child the steps in plain sewing and all the processes in making a doll's wardrobe. N. Y. | |
| 409 (Ref) Morris, Josephine. Household science and arts. Amer. bk. | .60 |
| Practical manual on the care of the home and the preparation of foods. Has colored plates showing the various cuts of meat, includes about 350 recipes and gives many menus. | |
| 410 (Ref) Patton, Frances. Home and school sewing. (Teacher's ed.) Newson | .60 |
| Good illustrated elementary manual of instruction in the various processes of plain sewing and mending. Chapters on color, materials, sewing tools. N. Y. | |
| 411 (5-6)†Ralston, Mrs. Virginia. When mother lets us sew. Moffat.. | .75 |
| Simple instructions for different kinds of stitches and for making doll's clothes, accompanied with clear diagrams and illustrations. A. L. A. | |
| 412 Robinson, E. R., & Hammel, H. G. Lesson in cooking through preparation of meals. Amer. school of home econ. | 1.50 |
| Gives menus for one week of each month, together with the corresponding recipes. Careful directions for the plan of work involved in the preparation of each meal. Berry. | |
| Useful in the preparation of the warm lunch. | |
| 413 (5-6) Rorer, Mrs. S. T. Home candy making. Arnold..... | .50 |
| Contents: Rules for candy making—Sugar boiling—The tools required—Colorings—Flavorings—Fondant—Cream confections—Mixed confections—Fresh fruits with cream jackets—Nuts and fruits glacés—Nougat, etc.—Caramels—Sugar drops—Taffy and molasses candies—Additional recipes. | |

Class no.

680

MANUAL TRAINING. HANDICRAFTS.

Test: Books of handicraft should be practical, the directions clear, the articles suggested worth making, and they should include illustrations and diagrams.

| | |
|--|------|
| 414 (7-8) Allen, E. G., & Cotton, F. A. Manual training for common schools. Scribner | 1.00 |
| Gives practical articles and has many illustrations and drawings. | |
| 415 Boy mechanic. Popular mechanics | 1.50 |
| 700 things for boys to do: how to construct wireless outfits, boats, camp equipment, aerial gliders, kites, self-propelled vehicles, engines, motors, electrical apparatus, cameras and hundreds of other things. Sub-title. | |

† On 200 book list for first purchase.

| Order no. and grade. | List price. |
|---|-------------|
| 416 (7-8) Foster, E. W. Elementary woodworking. Ginn..... Presents clearly the essential facts about bench tools and their uses. Brief description, illustrated, of the American trees of commercial value is included. Pittsburgh. | .60 |
| 417 (Ref) Gilman, M. L., & Williams, E. B. Seat work and industrial occupations: a practical course for primary grades. Macmillan | .50 |
| 418 (7-8) Griffiths, I. S. Essentials of woodworking. Manual arts.... Discusses tools and elementary processes, simple joinery wood and wood-finishing. | 1.00 |
| 419 (Ref) Holton, M. A., & Rollins, A. F. Industrial work for public schools. Rand | .90 |
| 420 (Ref) Kilbon, G. B. Carpentry for boys, elementary woodwork; Lothrop | .75 |
| 421 (Ref) Larsson, Gustaf. Elementary sloyd and whittling. Silver .. By the principal of Sloyd high school in Boston. | .75 |
| 422 (Ref) Ledyard, M. F., & Buckenfeld, B. H. Primary manual work: a suggestive outline for a year's course in the first and second grades. Bradley | 1.25 |
| 423 (Ref) Newell, C. E. Constructive work for schools without special equipment. Bradley | 1.20 |
| 424 Ross, G. A. Wood turning. Ginn | 1.00 |
| 425 (Ref) Sage, Elizabeth, & Cooley, A. M. Occupations for little fingers: a manual for grade teachers, mothers and settlement workers. Scribner | 1.00 |
| 426 (Ref) Seegmiller, Wilhelmina. Primary hand work: a graded course for the first four years. Atkinson..... | 1.00 |
| 427 (Ref) Vaughn, S. J. Printing and book binding for schools. Pub. sch. pub. | 1.00 |
| 428 (7-8)† Wheeler, C. G. Shorter course in wood working. Putnam.. Suggestions to teachers and clear description of tools and their uses, and operations of progressive difficulty in shaping, fitting and finishing wood. An appendix deals with wood, the principles of construction, problems, methods, etc. The 765 illustrations are helpful and well reproduced. A. L. A. | 1.50 |
| 429 (6-7) White, Mary. How to make baskets. Doubleday..... | 1.00 |
| 430 (Ref) Worst, E. F., & Keith, Edna. Educative seat work. Charles .. Discusses materials for seat work and methods of using them in connection with the teaching in the school. | .75 |

† On 200 book list for first purchase.

Order no. and grade.

List price.

Class no.

700 FINE ARTS. PICTURE STUDY. DRAWING.

Catalogs of inexpensive reproductions of famous pictures and small prints for geography and history work may be had from the following firms: Perry Picture Co., Malden, Mass.; Geo. P. Brown & Co., Beverly, Mass.; Chicago Art Education Co., 215 Wabash Avenue, Chicago, Ill.; C. I. Hood, Lowell, Mass.

The Beard Art Co., Minneapolis will furnish catalogs of good reproductions for school room use.

- 431 (7-8) **Barstow, C. L.** Famous pictures described with anecdotes of the painters. Century60
Grouped by Kinds: portraits, pictures of child life, animal pictures, landscapes, legendary and historical, sacred and religious, decoration, genre and still life. Lists places where famous pictures are hung. Chronological table of painters includes but few Americans.
- 432 (2-4) **Cady, M. R., & Dewey, J. M.** Picture stories from the great artists. Macmillan35
For children who have just learned to read. Text and illustrations relate to the work of Rosa Bonheur, Van Dyke, Landseer, and Murillo. N. Y.
- 433 (6-7) **Cyr, E. M.** Story of three great artists. Ginn..... .60
Raphael, Michael Angelo and Leonardo da Vinci. Gives biographic details, description and poetic quotation suited to the child's capacity. Reproductions in tint. N. Y.
- (1-6) **Froelich, H. B., & Snow, B. E.** Text books of art education, 7v. Prang.
- 434 Book 125
- 435 Book 225
- 436 Book 330
- 437 †Book 445
- 438 †Book 545
- 439 †Book 645
- 440 Book 755
- 441 (4-5) **Horne, O. B., & Scobey, K. L.** Stories of great artists. (Eclectic readings.) Amer. bk..... .40
To interest children in Raphael, Michael Angelo, Rembrandt, Reynolds, Corot, Landseer, Millet, and Rosa Bonheur and their pictures.
Includes many reproductions.
- 442 **Hurl, E. M.** How to show pictures to children. Houghton 1.00
Discusses the value of such instruction and how to give it. Lists of reference books and pictures.
- (4-8) **Hurl, E. M.** Riverside art series. (School ed.) Houghton.
Each volume in the series has excellent reproductions, a collection of fifteen pictures, a portrait of the artist, brief introduction, note on books of reference, historical directory of the pictures, outline of principal events in artist's life, note on contemporaries, and interpretation of each picture.
- 443 Correggio50
- 444 Greek sculpture50
- 445 Jean Francois Millet..... .50
- 446 Landseer50
- 447 Michaelangelo .. .50
- 448 Murillo50
- 449 Raphael50
- 450 Rembrandt50
- 451 Sir Joshua Reynolds..... .50
- 452 (1-3) **Powers, E. M.** Stories of famous pictures. (Educational art readers.) (bk. 1)40
Short, simple stories drawn from famous pictures which appeal to little children. A reading book. Oregon.

† On 200 book list for first purchase.

Order no. and grade.

List price.

Class no.

780

MUSIC. FOLK DANCES.

- 453 (7-8) **Bacon, Mrs. D. M., pseud., ed.** Songs that every child should know. Doubleday..... .50
 Collection of simple melodies arranged for the voice only, such as All thro' the night—Annie of Tharau—Auld lang syne—Auld Robin Gray—Comin' thro' the rye—Drink to me only with thine eyes, and many others. Arranged under such headings as Songs of sentiment—Songs of war—National hymns—Songs of patriotism—Military nonsense songs—Shakespeare's songs. Contains indexes by titles, composers and authors. Pittsburgh.
- 454 (4-5) **Barber, G. E.** Wagner opera stories. Pub. sch. pub..... .50
 The stories given are: The Rhine-gold—Die Walküre—Siegfried—Die Gotterdammerung—Parsifal. Music motifs are included.
- 455 (6-7) **Bender, M. S.** Great opera stories. (Every child ser.) Macmillan40
 Tells the story of Children of kings—Haensel and Gretel—Mastersingers—Lohengrin—Flying Dutchman—Tannhauser.
456. (Ref) **Crawford, Caroline.** Folk dances and games. Barnes..... 1.50
 For the teacher having some knowledge of folk-dancing. Includes Finnish, Swedish, Scotch, English, German, French, and Bohemian dances.
- (1-4) **Gaynor, Mrs. J. L.** Songs of the child world. Church.
- 457 Bk. 1..... 1.00; 458 Bk. 2..... 1.00
 For kindergartens and elementary grades.
- 459 (7-8) **Johnson, Clifton, ed.** Songs every one should know. Amer. bk.50
 Well rounded collection of two hundred songs, largely familiar, grouped under subject. Title index. A. L. A.
- 460 (3-4) **Kastman, Valborg, & Köhler, Greta.** Swedish song games. Ginn75
 Forty-eight singing games with full descriptions, illustrations and music.
- 461 (7-8) † **McCaskey, J. P.** Favorite songs and hymns. Amer. bk.... .80
 A fine collection for schools and homes. From Franklin square song collection. Wisconsin.
- 462 (7-8) **Mathews, W. S. B.** Songs of all lands. Amer. bk..... .50
 A collection of patriotic and national songs, with choice folk songs, and part songs for three and four voices.
- 463 (4-5) **Mother Goose.** Mother Goose's nursery rhymes and nursery songs set to music by J. W. Elliott. McLaughlin..... .50
 Simple melodies suitable for children's voices. Many pictures. Pittsburgh.
- 464 (2-3) **Neidlinger, W. H.** Small songs for small singers. Schirmer75
 Partial contents: Mr. Duck and Mr. Turkey—The bunny—Tick tock—Mr. Frog—Little Birdie—Rocking Baby—The bluebird—The daisy and the wind—Our flag.
- 465 (4-8) **One hundred and one best songs.** (Boards.) Cable Co.... .20
 Collection of old favorite songs.
- 466 (1-2) **Poulsson, Emilie.** Holiday games and songs. Bradley..... 2.00
- 467 (2-3) **Poulsson, Emilie, & Smith, Eleanor.** Songs of a little child's day. Bradley 1.50
 Grouped under: Good children jingles—At home—Fair days and stormy—When the wind blows—In the garden—At the farm—With the birds—By the sea—Play time—Times and seasons—Mother songs.

† On 200 book list for first purchase.

| Order no. and grade. | List price. |
|---|-------------|
| 468 (3-4) Pray, M. L. Motion songs for public schools. Heath..... | .40 |
| For school celebrations and in physical culture work. | |
| 469 (5-6) Scobey, K. L., & Horne, O. B. Stories of great musicians. (Eclectic readings), Amer. bk. | .40 |
| Sketches of the lives of Bach, Handel, Mozart, Haydn, Beethoven, Felix Mendelssohn, Chopin, Schumann, Schubert, and Wagner. | |
| 470 (Ref.) Smith, Eleanor. Common school book of vocal music: (Modern music series). Silver | .40 |
| 471 (1-4) White, W. A. Beginners book of songs. (boards.) Cable co. | .20 |
| Among the selections are Arbor day songs, play songs, action songs and Mother Goose songs. | |

Class no.

790

AMUSEMENTS. GAMES AND SPORTS.

Test. In this class are found many books of "how to make and do things." Books of this kind, like the handicrafts (class 680) should be practical, the directions clear and easy to follow, the things suggested worth making and they should contain illustrations and diagrams.

- 472 (7-8) **Adams, J. H.** Harper's outdoor book for boys. (Harper's practical books for boys). Harper 1.50
- Simple, practical directions for making things that are worth making and not beyond the powers of an energetic boy with a mechanical turn of mind. Well printed, illustrated, and indexed. A. L. A.
- 473 (5-6) **Baker, G. C.** Indoor games and socials for boys. Association press60
- Group games—Competitive games—Trick games—Joke games—Stunts—Games with pencil and paper—Alert group games—Charades—Socials—Hints for refreshments.
- 474 (Ref.)† **Bancroft, J. H.** Games for the playground, home, school and gymnasium. Macmillan 1.50
- Contains a varied collection of games, American and foreign, which are well described. The introduction on the history of games, their evolution and psychology. A. L. A.
- 475 (7-8) **Beard, D. C.** Boatbuilding and boating. Grosset..... .50
- Describes the making of boats, from a primitive raft to a houseboat and a motor-boat, with directions for tying knots, bends and hitches, making sails, sailing, and a list of "don'ts" for the lubber and the beginner. Good illustrations and diagrams.
- 476 (6-7)† **Beard, D. C.** Jack of all trades. Scribner..... 1.50
- Directions for treetop and underground club houses, fish ponds, workshops, toboggan slides, trapping and taming animals, indoor entertainments with chalk and scissors, circuses, Christmas doings, etc. N. Y.
- 477 (7-8) **Beard, D. C.** Shelters, shacks and shanties. Scribner..... 1.25
- Describes clearly and in detail every typical American shelter.
- 478 (6-7) **Beard, Lina, & Beard, A. B.** American girl's handy book. Scribner 1.50
- Practical directions for work and play, including: Easter egg games—May-day sports—Quiet games for hot weather—All Hallow-eve—Christmas festivities and home-made Christmas gifts. Pittsburgh.
- 479 (6-7) **Beard, Lina, & Beard, A. B.** Indoor and outdoor recreations for girls. Scribner 1.50
- A new edition of their Handicraft and recreation for girls. About spinning, weaving, pottery, toy making, and games, play houses and picnics.

† On 200 book list for first purchase.

| Order no. and grade. | List price. |
|--|-------------|
| 480 (3-4)† Beard, Lina, & Beard, A. B. Little folks handy book. Scribner Simple handicraft using empty spools, clothes pins, kindling wood, encouraging resourcefulness and simplicity in play. | .75 |
| 481 (6-7) Beard, Lina, & Beard, A. B. Things worth doing and how to do them. Scribner Amusements and occupations especially for girls. Describes a variety of parties, shows and entertainments, as well as things for home and fairs. Pittsburgh. | 1.50 |
| 482 Boys scouts of America. Official handbook for boys. Rev. ed. (Everyboy's library—Boy scout edition). Grosset.. Contents: Scout craft—Woodcraft—Campercraft—Tracks, trailing and signaling—Health and endurance—Chivalry—First aid and life-saving—Games—Patriotism and citizenship. Books for reference. | .50 |
| 483 (6-7) Cave, Edward. Boy scout's hike book. Doubleday..... Intended to supplement the Official handbook of the Boy Scouts. Gives helpful and detailed directions on how to walk, the kit, "grub," tent and tent making, and the various kinds of "hikes." | .50 |
| 484 (6-7) Canfield, D. F. What shall we do now? Stokes..... Partial contents: Games for a party—Drawing games—Picnic games—Dolls' houses—Things to make—Cooking—Gardening—Pits—Thinking, guessing and acting games. Pittsburgh. New edition of Lucas' Three hundred games and pastimes. | 1.50 |
| 485 (7-8) Corsan, G. H. At home in the water. Association press.. Brief illustrated manual on swimming and water sports, including fancy swimming, diving, life-saving, races and contests, water polo, hints for training and for natatoriums. A. L. A. | 1.00 |
| 486 Curtis, H. S. Play and recreation for the open country. Ginn Tells of the need, and makes practical suggestions for the home, rural school, community. Describes organization of Boy scouts and Campfire girls, Boys and girls industrial clubs and social centers. | 1.16 |
| 487 (4-5) Eastman, C. A. Indian scout talks; a guide for Boy scouts and Camp fire girls. Little Information on footprints, blazing trails, Indian methods of hunting, trapping and canoeing, Indian sports and customs. Includes a list of Indian names for boys and girls. A. L. A. | .80 |
| 488 (7-8) Glover, E. H. Dame Curtsey's book of guessing contests. McClurg 125 contests, including conundrums, riddles, games and ideas for special kinds of parties. | .50 |
| 489 (5-6) Hofman, M. C. Games for everybody. Dodge..... Requiring little preparation, for children, for adults, and for special days. Directions are clear. Cleveland. | .50 |
| 490 (Ref.) Holton, M. A., & Kimball, E. Games, seat work and sense training exercises. Flanagan Educative exercises to cultivate attention and concentration, games for the schoolroom and seat work along industrial lines. Especially good for country schools. Oregon. | .40 |
| 491 (3-5) Johnson, G. E. What to do at recess. Ginn..... Suggestions for the teachers, with classified lists of plays, games and folk dances. Slight but useful, especially where there is no equipped playground. A. L. A. | .25 |
| 492 Kelland, C. B. American boys' workshop. McKay..... Suggestions of things to do and working drawings of many things for a boy to make for indoor and outdoor amusement. Includes chapters on trapping and on rope tying. | 1.25 |

† On 200 book list for first purchase.

| Order no. and grade. | List price. |
|---|-------------|
| 493 (7-8) Kelley, L. E. Three hundred things a bright girl can do. Estes 1.75 Instruction in bead, worsted, and thread work, joinery, wood carving, pyrography, basketry, rug making, clay mod- eling, paper flowers, athletics, taxidermy, bee keeping; sug- gestions for entertainments, girls' clubs, etc. Oregon. | |
| 494 Mathewson, Christopher. Pitching in a pinch. (Everybody's lib. Boy scout ed.) Grosset50 Experiences in the big leagues and comments on players from the pitcher's box. | |
| 495 (Ref) Moses, I. E. P. Rhythmic action plays and dances. Bradley 1.80 Original games and dances arranged to Mother Goose and other action songs. Includes directions, illustrations and music. | |
| 496 (6-7) Mott, Mrs. Hamilton, ed. Homes games and parties. Doubleday50 For children's home parties, Hallowe'en and miscellaneous amusements, suggestions for lawn parties, arranging table- aux, and simple menus for evening companies. Pittsburgh. | |
| 497 (Ref.) Newell, W. W. Games and songs of American children. Harper 1.25 Historical account of games, with descriptions, and the musical refrain. Includes counting out rhymes. | |
| 498 (7-8)† Paret, A. P., ed. Harper's handy-book for girls. Harper.. 1.50 Covers a wide range of things, but gives most space to home decoration and furnishing. More up to date than Beard's What a girl can make and do, and better suited to older girls. A. L. A. | |
| 499 (Ref.)† Stern, R. B. Neighborhood entertainments. (Young farm- ers practical library). Sturgis 1.00 Practical suggestions for social life in the country and in small towns. Gives directions for the organization of wo- men's clubs, boys' clubs, social centers and small libraries, and suggests entertainments for occasions. A. L. A. | |
| 500 (2-3) Walker, M. C. Lady Hollyhock and her friends; a book of nature dolls, and others. Doubleday 1.25 How to make dolls from nuts, flowers, and vegetables, and many other good ideas for occupations and amusements, for little children, very cleverly worked out. Oregon. | |
| 501 (5-6) White, Mary. Book of games with directions how to play Scribner 1.00 For special occasions and holidays, other games new and old. | |
| 502 (7-8) Withington, Paul, ed. Book of athletics. Lothrop..... 1.50 General advice and specific directions by well known play- ers and coaches for football, track and field athletics, base- ball, rowing, hockey, lawn tennis, swimming, soccer, wrest- ling, Lacrosse, basketball, golf. | |
| 503 (3-4) Yale, Mrs. E. D. When Mother lets us give a party. Moffat75 Suggestions for parties for all occasions. Note. For books on Folk dancing see page 34. | |

Class no.

793

DIALOGUES AND PLAYS.

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|---|--|
| 504 (4-5) Barnum, M. D., ed. Harper's book of little plays. (School ed.) Harper75 Contents: Frog fairy—Revolt of the holidays—Ninepin club—Familiar quotations—Fables turned—Thanksgiving dream. | |
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† On 200 book list for first purchase.

| Order no. and grade. | List price. |
|---|-------------|
| 505 (6-7) Bell, Mrs. Hugh. Fairy tale plays and how to act them. Longmans | 1.50 |
| Partial contents: Red Riding Hood—Beauty and the beast—Jack and the beanstalk—Cinderella—The tinder box—The three wishes—The fisherman and his wife—The sleeping beauty. | |
| Fourteen plays to be acted by boys and girls. The dances in the introduction are a feature. Practical suggestions as to scenery, illustrations and diagrams. Pittsburgh. | |
| 506 (2-3) Bryce, C. T. Child-lore dramatic reader. Scribner..... | .30 |
| Twenty-seven folk-tales, fables and rhymes thrown into simple dialogue form for reading or playing in schools. Brief suggestions are given for acting each story. A. L. A. | |
| 507 (4-7) Bullivant, C. H., ed. Home plays. Dodge..... | 1.50 |
| Twenty-eight plays of English origin, many being dramatizations of familiar fairy or Greek hero tales. Detailed and practical suggestions for scenery and costumes. | |
| 508 (7-8) Gould, E. L. Little women play. Little..... | .50 |
| Adapted from Miss Alcott's story. | |
| 509 (5-6) Gunnison, Binney, ed. New dialogues and plays, primary, intermediate, advanced. Hinds | 1.50 |
| 510 (1-2) Johnson, E. L., & Barnum, M. D. Book of plays for little actors. Amer. bk. | .30 |
| Intended to give pleasure and training in intelligent reading, both oral and silent. Mainly from nursery classics but includes one play each for Washington's birthday, Lincoln's birthday, Thanksgiving, Arbor Day, and Fourth of July, A. L. A. | |
| 511 (3-5) Lansing, M. F. Dramatic readings for schools. Macmillan .. | .50 |
| Stories from folklore and history for children to dramatize for themselves. Includes selections not in other books. Helps for dramatization are given. | |
| 512 (4-5) Mackay, C. D. House of the heart and other plays for children. Holt | 1.10 |
| Ten one-act plays for little children. Full directions for dramatic action for the simple settings and costumes. A. L. A. | |
| 513 Mackay, C. D. How to produce children's plays. Holt.... | 1.20 |
| History of the children's play movement, and practical chapters on play producing scenery, costumes, and properties. Graded list of plays for school use, for holidays, outdoors, etc. | |
| 514 (6-7)† Mackay, C. D. Patriotic plays and pageants. Holt..... | 1.35 |
| Contains three pageants, two of patriots and a Hawthorne pageant, and eight one-act plays: Abraham Lincoln, Benjamin Franklin, Boston Tea Party, Daniel Boone, George Washington's fortune, In witchcraft days, Merry Mount, Princess Pocahontas. Directions for costumes, dances and music. A. L. A. | |
| 515 (5-6) Mackay, C. D. Silver thread, and other folk plays. Holt.. | 1.10 |
| Eight plays from the folklore of Cornwall, Ireland, England, France, Norway, Germany, Italy and Russia, arranged for use in grammar grades. A note on its source and directions for costumes and simple stage settings. A. L. A. | |
| 516 (7-8) Merington, Marguerite. Holiday plays. Duffield..... | 1.25 |
| Five one-act pieces for Washington's birthday, Lincoln's birthday, Memorial day, Fourth of July, and Thanksgiving. | |
| 517 (5-6) Nesbitt, Frank. Magic whistle and other fairy tale plays. Longmans | 1.00 |
| Contents: Magic whistle—Mole King's daughter—Rumpelstiltskin—Golden Goose—Beauty and the beast—Goose girl. | |
| 518 (4-5) Perry, S. G. S. When Mother lets us act. Moffat..... | .75 |

† On 200 book list for first purchase.

| Order no. and grade. | List price. |
|--|-------------|
| 519 (7-8) St. Nicholas book of plays and operettas. Century..... | 1.00 |
| A collection of the most popular plays and operettas which have been published in St. Nicholas. Of real, practical use to the amateur in arranging home and school performances. Prentice. | |
| Stevenson, Augusta. Children's classics in dramatic form. 2 v. Houghton. | |
| 520 (2-3) Bk. 1, Seventeen very simple plays adapted from Aesop, Grimm, Anderson, Arabian nights | .30 |
| 521 (3-4) Bk. 2, Twenty-four plays similar to above..... | .35 |
| 522 (4-5) Bk. 3, Seventeen plays founded on fairy stories and legends | .40 |
| 523 (5-6) Bk. 4, Sixteen plays based on legends and historic incidents | .50 |

STORIES.

No class number is necessary for this class. Books should be arranged on shelves alphabetically by name of author.

Stories for little children in first to second grade are in class 028.

Test: Fiction must be wholesome in tone, true, in that it gives a true picture of life, free from sensationalism or sentimentality, moral qualities should be upheld, and it should be written in good English.

For the school library, the stories should be bought which have a value in connection with the geography and history work.

This list is more general in character than is necessary for a school library, but has been made inclusive, because in many districts, the school library is the only book supply.

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| 524 (5-6)†Aanrud, Hans. Lisbeth Longfrock, Ginn..... | .40 |
| Gives the life on a Norwegian farm. Life among people and among animals, in the long winter and the wonderful summer up on the mountain pasture. Woven into it is the story of little, faithful Lisbeth Longfrock, who finally reaches the height of her ambition, to become head milkmaid on the Hoel farm. Power. | |
| 525 (7-8) Adams, Andy. Wells brother. (Everyboy's lib. Boy scout ed.) Grosset | 50 |
| Two boys left alone on a homestead in Kansas, twenty-five years ago. They come to be successful ranchmen. A. L. A. | |
| 526 (5-6) Alcott, L. M. Eight cousins. Little..... | 1.35 |
| Scrapes, mischief, and fun of one girl and her seven boy cousins. Pittsburgh. | |
| 527 (5-6) Alcott, L. M. Jo's boys. Little..... | 1.35 |
| A sequel to Little men. | |
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| A story of Animal land. | |
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| Light binding. | |
| 786 (4-5)† White, S. E. Magic forest; a modern fairy story. (Macmillan's standard library.) Grosset | .75 |
| About a little boy who spent a summer with a tribe of Canadian Indians. Oregon. | |
| 787 (4-5) Wiggin, Mrs. K. D. S. Birds' Christmas Carol. Houghton.. | .50 |
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| Four children and their widowed mother live in an old house in a Maine village and make good times for themselves and others. | |
| 789 (7-8) Wiggin, Mrs. K. D. S. New chronicles of Rebecca. Grosset | .75 |
| 790 (6-7) Wiggin, Mrs. K. D. S. Polly Oliver's problem; a story for girls. (Riverside literature series.) cloth. Houghton.... | .40 |
| Lively story of a bright girl's solution of the question of self-support. N. Y. | |
| 791 (7-8)† Wiggin, Mrs. K. D. S. Rebecca of Sunnybrook farm. Grosset | .75 |
| Rebecca Rowena Randall of Sunnybrook farm is a fascinating little girl who does all sorts of lively things at home and at boarding-school. Pittsburgh. | |
| 792 (6-7) Wiggin, Mrs. K. D. S. Summer in a cañon; a California story. Houghton | 1.20 |
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| Story of a family shipwrecked on a desolate island. "They did sail in the tubs, and train zebras and ostriches for riding, and grow apples and pines in the same garden; and why shouldn't they?" Spectator. | |
| "Again and again do boys who have whole libraries at their disposal turn from new books to find in the Swiss family healthful delight in legitimate adventure and a stimulus to invention in the ready use of ways and means, which characterized the lives of the Swiss Robinsons." Preface. | |

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Class no.

808.5

DEBATING

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| An adaptation of Argumentation and debating. Contains specimen briefs, arguments and material for briefing, summary of parliamentary rules for debaters and 50 propositions. A. L. A. | | |
| 800 | † Robert, H. M. Rules of order. Scott..... | 1.00 |
| A compendium of parliamentary law, and explanation of the methods of organizing and conducting the business of societies. Oregon. | | |
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| Excellent manual. Simple, clear, in form of lessons, with question reviews. Pittsburgh. | | |
| See also no. 807. | | |

Class no.

808.8 READERS AND SPEAKERS. COLLECTIONS OF LITERATURE.

Test: In collections of literature, the quality of the selections must first be considered, and the grade for which they are intended. They should supply material for all needs in connection with the studies in the school, the celebration of holidays and anniversaries, and entertainments.

| | | |
|---|--|------|
| (4-8) | Bellamy, B. W., & Goodwin, M. W. Open sesame; poetry and prose for school days. 3v. Ginn. | |
| 802 | v. 1, For children from 4 to 12 years old..... | .75 |
| 803 | v. 2, For children from 10 to 14..... | .75 |
| 804 | v. 3, For students of over 14 years..... | .75 |
| A fine collection of prose and verse for memorizing. Oregon. | | |
| 805 (7-8) | Blackstone, Harriet. Best American orations of today. Hinds | 1.25 |
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| 806 (7-8) | Blackstone, Harriet. New pieces that will take prizes in speaking contests. Hinds | 1.25 |
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| Order no. and grade. | List price. |
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| 807 (7-8) Cody, Sherwin. Selections from the world's great orations, illustrative of the history of oratory and the art of public speaking. McClurg..... | 1.00 |
| Includes speeches of Demosthenes, Cicero, Savonarola, Bossuet, Mirabeau, Chatham, Burke, Grattan, Curran, Sheridan, Fox, Erskine, Patrick Henry, Daniel Webster, Lincoln, Gladstone, Ingersoll, Beecher, and others. Oregon. | |
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| A good speaker for children in the grades. Oregon. | |
| 810 Dickinson, A. D., & Skinner, A. M., ed. Children's book of Christmas stories. Doubleday..... | 1.25 |
| Thirty-five old and new stories, for all ages. | |
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| 811 (4-5) bk. 4 | .45 |
| 812 (5-6) bk. 5..... | .50 |
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| 816 (7-8) Morgan, Anna, comp. Selected readings. McClurg..... | 1.50 |
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| 818 bk. 4, Fairy stories and classic tales of adventures..... | .45 |
| 819 bk. 5, Masterpieces of literature..... | .50 |
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| Contents: A boy and a rod—Little rivers—Wood magic—Camping out—Open fire—Songs out of doors—A friend of justice—Thrilling moment—Keeper of the light—Handful of clay—First Christmas tree—Bits of blue-sky philosophy—Story of the author's life. | |
| 840 (7-8) Whittier, J. G. Selections from Child life in poetry, and Child life in prose. (Riverside literature series.) cloth. Houghton | .40 |
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Class no.

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Contents Agassiz—Alcott—Andersen—Bjornson—Burnett—Burns—Dickens—Eggleston—Field—Grimm brothers—Hale—Harris—Howell—Hawthorne—Irving—Kingsley—Kipling—Longfellow—Mendelssohn—Riley—Stevenson—Stowe—Twain—Whittier—Willard.
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Class no.

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See also class 028 for nursery rhymes, and poetry for little children.

Test: Poetry should be musical, simple in thought, and excellent in expression. It should appeal to the emotions, and to the imagination, and should convey a picture.

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Class no.

812

DRAMA.

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- 900 (5-6) **Clarke, Michael.** Story of Aeneas. (Eclectic readings.) Amer. bk.45
Well illustrated and attractive for supplementary reading. Oregon.
- 901 (5-6) **Clarke, Michael.** Story of Troy. (Eclectic readings.) Amer. bk.60
A school reading book giving the story of the Iliad, with many quotations from Bryant's translation, and some from Pope's. Well illustrated. Oregon.
- 902 (5-6) **Clarke, Michael.** Story of Ulysses. (Eclectic readings.) Amer. bk.60
Introduction in a few chapters covers abduction of Helen, story of the wooden horse, and the return of the Greek heroes. The adventures of Ulysses, from his leaving Troy to his triumph over the evil minded suitors follows in simple, easy English, with profuse quotations from Bryant's Odyssey, perhaps the best feature of this little book. Attractive in illustration, paper and large clear type. Suitable for children of any age. G. M. Mills.
- 903 (5-6) **Gale, A. C.** Achilles and Hector. Rand..... .45
The story of the Iliad worthily retold. The boy may well learn from it, as the author in her fine brief preface suggests, "that a hero is able and willing to do more and get less for it than other people." Prentice and Power.
- 904 (6-7) **Lamb, Charles.** Adventures of Ulysses. (Home and school classics.) Heath25
Adaptation of Chapman's translation of the Odyssey, and loses none of its poetry and romance under his sympathetic touch. It concerns itself only with the wanderings of Ulysses, arrival at Ithaca and events following, omitting the search for his father by Telemachus. G. M. Mills.

Class no.

910 GEOGRAPHY AND TRAVEL—GENERAL.

See also class 550.

Books in this class should be recent, should show that the author had personally visited the place, give a clear picture of it, and describe characteristic and important features.

- 905 (3-4) **Andrews, Jane.** Each and all; the seven little sisters prove their sisterhood. Ginn..... .50
A companion to Seven little sisters and more about them Oregon.

† On 200 book list for first purchase.

| Order no. and grade. | List price. |
|---|-------------|
| 906 (3-4) Andrews, Jane. Seven little sisters who live on the round ball that floats in the air. Ginn..... | .50 |
| The seven little sisters are the little brown baby; Agoonack, the Esquimaux sister; Gemila, the child of the desert; Jeannette, the Swiss maiden; Pense, the Chinese girl; Manenko, the little dark girl; Louise, the child of the beautiful Rhine. | |
| The stories give a vivid picture of child life, manners and customs, climate and scenery in the different parts of the world. Pittsburgh. | |
| Carroll, S. W. Around the world: geographical readers. 4v. Silver. | |
| 907 v. 1, 1st and 2d grades..... | .36 |
| 908 v. 2, 2d and 3d grades..... Egypt, India, Scotland and Russia. | .42 |
| 909 v. 3, 3d and 4th grades..... Alaska, Mexico, Norway, Sweden, Switzerland, Porto Rico, Cuba, Philippines and Hawaii. | .48 |
| 910 v. 4, 4th and 5th grades..... Life, industries and natural features of the United States. | .54 |
| 911 (7-8) Bullen, F. T. Cruise of the Cachalot. (Everyboy's lib. Boy scout ed.) Grosset Account of actual experiences on a South sea whaler. | .50 |
| 912 (4-5)† Chamberlain, J. F. How we travel. (Home and world series.) Macmillan..... Simple, well illustrated accounts of methods of travel in use all over the world, from the ship of the desert to the flying machine. For children of eight and over. A. L. A. | .40 |
| 913 (2-3) Chance, L. M. Little folks of many lands. Ginn..... Information conveyed in simple, short sentences in a direct way. Child life of the Indian, Eskimo, Dutch, Arab, etc., with legends and stories of the countries. Some illustrations in color. Oregon. | .45 |
| 914 (7-8) Dana, R. H. Two years before the mast. (Riverside school library.) Houghton Remarkably vivid and practical record. Leads all others as the book best descriptive of the life of the American sailor, and has, deservedly, become a sea classic. E. S. Brooks. | .70 |
| 915 (Ref) Dodge, R. E. Advanced geography. Rand..... Part 1, Principles of geography. Part 2, Comparative geography by the continents. | 1.20 |
| 916 (Ref) Dodge, R. E. Elementary geography. Rand..... Part 1, Home geography. Part 2, World relations and the continents. These two geographies are ideal library volumes. The full index and pronouncing vocabulary, reference tables, fine maps, and modern illustrations make them most desirable. References given to the best books for children, making a guide to the use of the supplementary geographical readers and books of travel included in this list. Oregon. | .60 |
| 917 (3-4) Dunton, Larkin, ed. First lessons. (World and its people.) Silver | .36 |
| 918 (3-4) Dunton, Larkin, ed. Glimpses of the world. (World and its people.) Silver..... | .36 |
| 919 (2-3) Dutton, M. B. In field and pasture. (World at work series.) Am. bk. About the Pueblo Indians, the Egyptians, the Navajo Indians, the Tibetans, the Cubans, and other agricultural peoples more advanced than those treated in the volume by Mott, given below. Oregon. Popular with children. | .35 |
| 920 (1-2) Mott, S. M., & Dutton, M. B. Fishing and hunting. (World at work series.) Amer. bk..... The stories are of child life among the Eskimos, the western Indians, the Filipinos, and the Alaska Indians. Hand work given at the end of the book is an important feature. Pub. | .30 |

† On 200 book list for first purchase.

Order no. and grade.

List price.

- 921 (3-4) **Schwartz, J. A.** Five little strangers. Amer. bk.40
 On Indian life; life among the pilgrims; the negro child in Africa, and America; the Chinese boy at home, and in San Francisco. The little brown boy is a Filipino and his home is well described.
 Introductory to American history and useful in geography. Oregon.
- 922 (3-4) **Shaw, E. R.** Big people and little people of other lands. (Eclectic readings.) Amer. bk.30
 About the dress, appearance, and ways of living of the people of China, Arabia, Lapland, Patagonia, Russia, Holland, and other far-off lands. Pittsburgh.
- 923 (7-8)† **Slocum, Joshua.** Around the world in the sloop Spray. (School reading.) Scribner.50
 Abridged from his Sailing alone around the world.
 A geographical reader describing Captain Slocum's remarkable voyage. Oregon.
- 924 (6-8) **Starr, Frederick.** Strange peoples. (Ethno-geographic readers.) Heath40
 Interesting and authoritative material on Eskimos, Mexicans, Finns, Lapps, Turks, Chinese, Japanese, Arabs, the people of Africa, and others. One of the best books of its kind. Oregon.
- (Ref) **Tarr, R. S., & McMurry, F. M.** New geographies. Macmillan.
- 925 bk. 1, Home geography and the earth as a whole.65
- 926 bk. 2, Complete geography, with Minnesota supplement. 1.10
 Textbooks treating geography broadly. Structure of soil and physical features, influence of physical facts on colonization and industries. Children are shown how to investigate and demonstrate statements for themselves. Fully illustrated and valuable as children's reference books in general library. N. Y.
- 927 (5-6) **Wide world.** (Youth's companion series.) Ginn.25
 Child life in Japan, Egypt, Holland, France, Switzerland, Sweden, South America, and Alaska. Oregon.
- 928 (Ref) **Wiswell, L. O.** Globes and maps in elementary schools. Rand50
 A teacher's manual giving suggestive lessons.

Class no.

910.1 COMMERCIAL GEOGRAPHY. INDUSTRIES AND MANUFACTURES.

- 929 (6-7) **Adams, C. C.** Elementary commercial geography. Appleton 1.10
 For grammar grades. A helpful book for teachers.
 Emphasis given to improved transportation, the application of steam-power to machinery, and the progress in chemical science, as the main factors in the development of commerce and industries. Preface.
- 930 (5-7) **Allen, H. B.** Industrial studies; Europe. Ginn.80
- 931 (5-7) **Allen, H. B.** Industrial studies: United States. Ginn.65
 Includes processes and the physical geography connected with industries.
- 932 (4-5) **Bassett, S. W.** Story of wool. Penn.75
 Story of the wool industry from the range to the mill.
- 933 (3-4) **Bradish, S. P.** Stories of country life. (Eclectic readings.) Amer. bk.40
 Life on a farm, with special reference to the history of wheat, from its planting to its grinding into flour. Includes narratives of horses and dogs, birds and little wild animals, describing traits that may be watched and verified by any observant child. There are also stories relating to lumbering, coal and iron-mining. Oregon.

† On 200 book list for first purchase.

Order no. and grade.

List price.

- 934 (6-7)†**Carpenter, F. G.** How the world is clothed. (Readers on commerce and industry.) Amer. bk.60
 Information as to the culture and manufacture of cotton, wool and silk, source and preparation of leather, furs, feathers, rubber and straw goods, etc. Excellent for both school and home reading. A. L. A.
- 935 (6-7)†**Carpenter, F. G.** How the world is fed. (Readers on commerce and industry.) Amer. bk.60
 Gives a knowledge of the production and preparation of foods, shows how civilization and commerce grew from man's need of foods and the exchange of foods. Imaginary visits to the great food centers, to the markets of exchange, to the factories, the farms, the forests, and the seas. Preface.
- 936 (6-7) **Carpenter, F. G.** How the world is housed. (Readers on commerce and industry.) Amer. bk.60
 Homes in many ages and countries with information as to building material, lighting, water supply, furniture. A. L. A.
- 937 (4-5) **Chamberlain, J. F.** How we are clothed. Macmillan.40
 Partial contents: Cotton fields—A sheep ranch—Woolen cloth and clothing—A field of flax—The silkworm—Leather—Summer with the seals—A spool of thread—Needles—Pins—Sewing machines—How hats are made—Dye and dyeing—An ostrich farm—Gold—Diamonds—Pearls.
 Many chapters in the form of letters. Not as readable as the other volumes. Oregon.
- 938 (4-5) **Chamberlain, J. F.** How we are fed. Macmillan.40
 Partial contents: Story of a loaf of bread—How our meat is supplied—Fishing industries—Oyster farming—A rice field—How sugar is made—Where salt comes from—On a coffee plantation—Tea gardens of China—A cranberry bog—A bunch of bananas—How dates grow—A bag of peanuts.
- 939 (4-5)†**Chamberlain, J. F.** How we are sheltered. Macmillan.40
 Partial contents: Homes in cliffs—Indian homes—Filipino homes—Lumbering—How bricks are made—Artificial stone—Nails—Glass—How coal is made and mined—Light.
- 940 (4-5) **Curtis, A. T.** Story of cotton. Penn.75
 A little boy and girl living on a plantation in South Carolina learn about cotton from seed to loom.
- 941 (Ref) **Dooley, W. H.** Textiles. (New ed.) Heath. 1.25
 A practical, untechnical work. Processes of manufacturing wool, silk, cotton and linen goods are described with chapters on fibers, grades of wool, remanufactured materials, etc. Descriptions and trade names of fabrics are given and appendix contains practical directions for testing goods for their durability, permanence of dye, elasticity, shrinkage and composition. A. L. A.
- 942 (5-7) **Gilson, J. C.** Wealth of the world's waste places and Oceania. Scribner.60
 Gives the resources of so-called unproductive regions of the world, including the arid Southwest—Grand Canyon—Yellowstone Park—Swamp regions in the United States.
- 943 (3-4) **Kirby, Mary, & Kirby, Elizabeth.** Aunt Martha's corner cupboard. Educ. pub.40
 About tea, coffee, sugar and other articles, and the countries in which they are found. Oregon.
- 944 (5-6) **Lane, Mrs. M. A. L.** Industries of today. (Youth's companion series.) Ginn.25
 Contents: Cod and cod-fishing—Ranch life—Peanut growing—A winter harvest—California raisin making—A crop of cranberries—A maple-sugar camp—Among the pines—How matches are made—How soap is made—How pins are made—Use of natural gas—Adobe and its uses—Making of fireworks—In an ice factory—Boston market—The morning paper.

† On 200 book list for first purchase.

Order no. and grade.

List price.

- 945 (Ref) **McMurry, C. A.** Type studies from the geography of the United States. Macmillan50
 Contents: Hudson river—Hoosac tunnel—Cod-fisheries—Niagara falls and the commerce of the Great Lakes—James river—Coal mine—Orange groves in Florida—Illinois river—Prairies—Pineries and lumbering—Upper Mississippi—Hardwood forest region of the Ohio valley—Ohio river valley—Minneapolis—Lake Superior—Tennessee—Trip on the lower Mississippi—Cotton and cotton plantations—Sugar production—Cattle ranch—Pike's peak and vicinity—Irrigation and the big ditch at Denver—Great basin of Utah and Nevada—A gold mine in California—Salmon fisheries of the Columbia.
- 946 (4-5) **Reynolds, M. J.** How man conquered nature. Macmillan.. .40
 Simple account of the origin and development of manufactures, goods, clothes, machinery, trade and printing. Cheap, but not well bound, as it does not open easily.
- 947 (7-8) **Rocheleau, W. F.** Geography of commerce and industries. Educ. pub. 1.00
 Outlines the growth of commerce and industries and shows dependence upon geographical conditions. Treats industries and commercial centers of the U. S. and sketches foreign relations.
- (6-7) **Rocheleau, W. F.** Great American industries. Flanagan.
 948 v. 1, Coal, petroleum, iron, marble, slate, etc..... .50
 949 v. 2, Products of the soil..... .50
 950 v. 3, Manufactures..... .50
 951 v. 4, Transportation..... .60
- 952 (5-6) **Samuel, E. J.** Story of gold and silver. Penn..... .75
 The methods of mining, description of the process of minting and something about currency.
- 953 (4-5) **Samuel, E. J.** Story of iron. Penn..... .75
 Tells where iron comes from, how it is melted and moulded, cut and polished and made into machines.
- 954 (3-4) **Shillig, E. E.** Four wonders. Rand..... .50
 Stories of cotton, wool, linen, silk in large type. Photographic illustrations.

Class no.

910.9 EXPLORATION AND DISCOVERY.

See also lives of explorers in class 921.

- 955 (6-7) **Johnson, W. H.** World's discoverers. Little..... 1.35
 Marco Polo, Columbus, Vasco da Gama, Magellan, Verrazano, Frobisher, Davis, Drake, and Hudson, and recent Arctic adventurers. Oregon.
- 956 (5-6) **Lawler, T. B.** Story of Columbus and Magellan. Ginn.... .40
 Has chapters on Portuguese explorers—Columbus—Spanish in America—Magellan's trip around the world. Good illustrations and print. Oregon.
- 957 (6-7) **Maclean, J. K.** Heroes of the farthest North and farthest South. Crowell50
 Adapted from Heroes of the polar seas. Brief accounts from the beginnings of Arctic and Antarctic exploration to Captain Scott's expedition.
- 958 (3-4) **Shaw, E. R.** Discoverers and explorers. (Eclectic readings.) Amer. bk.35
 An interesting book about the gradual change in the conception of the world brought about by the discoveries and explorations of the 15th and 16th centuries. Historical material to be used with elementary geography. About Marco Polo, Columbus, the Cabots, Balboa, Magellan, Cortes, Drake, Hudson, and others. Oregon.
- 959 (7-8) **Stockton, F. R.** Buccaneers and pirates of our coasts. (Everyboy's lib. Boy scout ed.) Grosset..... .50
 Contents: A pearl pirate—Bartholomy Portuguese—L'Olonnois the cruel—Battle of the sand bars, and other tales of the black flag.

Order no. and grade.

List price.

Class no.

914

GEOGRAPHY AND TRAVEL—EUROPE.

- 960 (6-7) **Bates, K. L.** In sunny Spain with Pilarica and Rafael. (Little schoolmates.) Dutton..... 1.25
 Note: This series gives through a story of a typical family, the surroundings, characteristic customs and historical background of the country treated.
- 961 (4-5) **Campbell, H. L.** Story of little Jan, the Dutch boy. (Children of the world series.) Educ. pub..... .25
 Note: This series gives direct information in an interesting manner, without the addition of story features as in the Little cousin series. This series is more descriptive of the country. Oregon.
- 962 (3-4) **Campbell, H. L.** Story of little Konrad, the Swiss boy. (Children of the world series.) Educ. pub..... .25
 Characteristics of Swiss life presented in a simple fashion. Many illustrations. Oregon.
- 963 (5-6) **Carpenter, F. G.** Europe. (Geographical readers.) Amer. bk.70
 A description of the countries of Europe on the "personally conducted plan." Accurate and based upon personal observations.
- 964 (4-5) **Chamberlain, J. F., & Chamberlain, A. F.** Europe. (Continents and their people.) Macmillan..... .55
 Note: This series gives comprehensive, interesting and modern presentation of facts, is well illustrated and has good maps. Strong on the economic and industrial side. A. L. A. Newer than Carpenter.
- 965 (4-5) **Coburn, C. M.** Our little Swedish cousin. (Little cousin series.) Page60
 Swedish child life in story form including a skating carnival, a Midsummer's Eve festival, a name-day party, festivities of Christmas, visit in the country, a trip through the Gota canal, and a day in the famous park, Skansen, near Stockholm.
 Note: This series gives manners and customs, child life and some description of the countries treated in story form. They vary in interest and in the value of the information given, but they are on the whole very popular and can be read by children in the 3d and 4th grade. Illustrations ordinary. Wisconsin.
- 966 (6-7) **Colum, Padraic.** A boy in Eirinn. (Little schoolmates.) Dutton 1.25
- 967 (5-6) **Dodge, Mrs. M. M.** Land of pluck. Century..... 1.50
 Bits of travel and history, with some stories of Dutch life. Oregon.
- 968 (6-7) **Dragoumis, J. D.** Under Greek skies. (Little schoolmates.) Dutton..... 1.25
- 969 (7-8) **Du Chaillu, P. B.** Land of the long night. Scribner..... 1.80
 Winter journey by reindeer sledge and on skis to northern Scandinavia. Describes adventures with wolves and bears, life with the queer little Lapps, etc. N. Y.
- 970 (7-8)† **Ferryman, Augustus Mockler.** Norway. (Peeps at many lands.) Macmillan55
 A description of the people, myths, natural history and scenery of Norway, with chapters on the Laplanders, sports, industries, and school and farm life. A. L. A.
 Note: The series Peeps at many lands is attractive, the page well proportioned and not too heavy, the print clear, paper dull-finished, the colored pictures taken from some of the most beautiful modern books of travel, the binding bright and tasteful but not substantial. A. L. A. The subject matter is more advanced than the other geographical readers and suited to older readers.

† On 200 book list for first purchase.

| Order no. and grade. | List price. |
|--|-------------|
| 971 (6-7)† Finnemore, John. France. (Peeps at many lands.) Macmillan55 | |
| General characteristics first, then of Normandy and Brittany, Paris, the country along the Loire, the Rhone, and the Mediterranean coast. Contrasts city and country life, and especial attention to the vineyards and olive orchards. | |
| 972 (5-6) George, M. M., ed. Little journeys to Balkans, European Turkey and Greece. (Library of travel.) Flanagan.... .50 | |
| 973 (5-6) George, M. M., ed. Little journey to France and Switzerland. (Library of travel.) Flanagan..... .50 | |
| 974 (5-6)† George, M. M., ed. Little journey to Germany. (Library of travel.) Flanagan..... .50 | |
| Part 1, North Germany. Part 2, The Rhineland. | |
| 975 (5-6) George, M. M., ed. Little journeys to Holland, Belgium and Denmark. (Library of travel.) Flanagan..... .50 | |
| Note: This series gives illustrated accounts of journeys and contains rather detailed descriptions of show places—things which the average traveler observes, with occasional notes of history and customs. They contain less on social and economic conditions and customs than do the Carpenter readers. Oregon. | |
| 976 (6-7) Green, E. M. Laird of Glentyre. (Little schoolmates.) Dutton 1.25 | |
| 977 (Ref.) Herbertson, Mrs. F. D., comp. Europe. (Descriptive geographies from original sources.) Macmillan90 | |
| Note: This series is different from any of the American geographical readers, and an excellent supplement to them. Each volume contains readable selections from the works of travelers who have visited the countries and recorded their observations and experiences in the best literary form. The attempt is "to depict the world in the language of men who have seen it." The books are well illustrated. The text is above the average in literary quality, and may be used to advantage by the teacher in preparation for class work, or for reading aloud to the class. | |
| The series presents material which an active teacher might glean from a large library. Oregon. | |
| 978 (7-8) Lippincott, S. J. (Grace Greenwood). Merrie England. (School ed.) Ginn40 | |
| Readable account of some of England's famous people, places and events. A. L. A. | |
| 979 (4-5) McDonald, Mrs. E. A. B. Colette in France. (Little people everywhere.) Little45 | |
| Stories of Paris, Versailles, Fontainebleau, Rouen and Jeanne d'Arc, country life in Normandy and holiday customs. | |
| 980 (4-5) McDonald, Mrs. E. A. B., & Dalrymple, Julia. Fritz in Germany. (Little people everywhere.) Little..... .45 | |
| 981 (6-7)† McDonald, Mrs. E. A. B., & Dalrymple, Julia. Gerda in Sweden. (Little people everywhere.) Little..... .45 | |
| Descriptions of Swedish scenery, Christmas and birthday customs and outdoor sports. | |
| This series is adapted to children between the ages of nine and twelve. Give customs and something of the history. They are well written and less stilted and didactic than the Little cousin books. Illustrations well chosen and reproduced. A. L. A. | |
| 982 (6-7) McDonald, Mrs. E. A. B., & Dalrymple, Julia. Josefa in Spain. (Little people everywhere.) Little..... .45 | |
| 983 (6-7) McDonald, Mrs. E. A. B., & Dalrymple, Julia. Kathleen in Ireland. (Little people everywhere.) Little..... .45 | |
| Two little Irish peasant girls make visits in different parts of Ireland and hear stories of its history and tradition. A. L. A. | |

† On 200 book list for first purchase.

| Order no. and grade. | List price. |
|---|-------------|
| 984 (6-7) McDonald, Mrs. E. A. B., & Dalrymple, Julia. Marta in Holland. (Little people everywhere.) Little..... | .45 |
| 985 (6-7) McDonald, Mrs. E. A. B., & Dalrymple, Julia. Rafael in Italy. (Little people everywhere.) Little..... | .45 |
| Stories of familiar Italian cities, including country life and the vintage. | |
| 986 (3-4) Mansfield, Mrs. B. M. Our Little Dutch cousin. (Little cousin series.) Page..... | .60 |
| Peter and Wilhelmina pilot their American cousin "about the land of dikes and windmills." Oregon. | |
| 987 (4-5) Mansfield, Mrs. B. M. Our little English cousin. (Little cousin series.) Page..... | .60 |
| Glimpses of English life of the present day. A. L. A. | |
| 988 (6-7) Müller, Margarethe. Elsbeth. (Little schoolmates.) Dutton | 1.25 |
| Includes the more popular German songs with music. | |
| 989 (6-7) Portor, L. S. Genevieve. (Little schoolmates.) Dutton... | 1.25 |
| 990 (5-6) Randall, L. E. Little journey to Norway and Sweden; ed. by M. M. George. (Library of travel.) Flanagan..... | .50 |
| 991 (7-8) Sidgwick, Mrs. C. U. Germany. (Peeps at many lands.) Macmillan | .55 |
| Some of the material in the author's Home life in Germany rewritten for English young people. The information is authoritative. A. L. A. | |
| 992 (3-4) Smith, M. E. Holland stories. Rand..... | .50 |
| People and customs described in simple language. | |
| 993 (7-8)†Tomlinson, E. T. British Isles. Houghton..... | .60 |
| Geography, industries, cities, schools, castles, people and customs. An introduction summarizes history and an appendix furnishes comparative statistics of Great Britain and the United States. A. L. A. | |
| 994 (5-6) Wade, Mrs. M. H. B. Our little Norwegian cousin. (Little cousin series.) Page..... | .60 |
| 995 (5-6) Wade, Mrs. M. H. B. Our little Swiss cousin. (Little cousin series.) Page..... | .60 |
| 996 (3-4) Whitcomb, E. Little journey to Italy; and Spain and Portugal, by M. M. George. (Library of travel.) Flanagan... | .50 |
| See note above under George. | |
| 997 (6-7) Williamson, Margaret. John and Betty's Scotch history visit. Lothrop | 1.25 |
| An American brother and sister visit Scotland and learn much of its romantic history and legends. The coronation of George V. is described. A. L. A. | |

Class no.

915

GEOGRAPHY AND TRAVEL—ASIA.

| | |
|--|-----|
| 998 (5-6) Ayrton, Mrs. M. C. Child life in Japan; and Japanese child stories; ed. by W. E. Griffis. (Home and school classics.) Heath | .20 |
| 999 (4-5) Campbell, H. L. Story of little Metzu, the Japanese boy. (Children of the world series.) Educ. pub..... | .25 |
| 1000 (3-4) Campbell, H. L. Wah-Sing, our little Chinese cousin. (Young folks' library.) Educ. pub..... | .25 |
| 1001 (6-7) Carpenter, F. G. Asia. (Geographical readers.) Amer. bk. Many of the descriptions were written on the ground, and a large part of the illustrations from photographs taken by the author. Oregon. | .60 |

† On 200 book list for first purchase.

| Order no. and grade. | List price. |
|--|-------------|
| 1002 (4-5) Chamberlain, J. F., & Chamberlain, A. H. Asia. (Continents and their people.) Macmillan..... | .55 |
| See note under No. 964. | |
| 1003 (6-7) Finnemore, John. India. (Peeps at many lands.) Macmillan | .55 |
| Describes Bombay, the gate of India, and first impressions; life in the villages and cities of the various provinces, the lofty Himalayas, and the jungles. A. L. A. | |
| 1004 (3-4) Headland, I. T. Our little Chinese cousin. (Little cousin series.) Page | .60 |
| Gives in story form an account of the childhood of a little Chinese girl. Photographs and Chinese drawings. N. Y. | |
| 1005 (7-8) Johnston, L. E. China. (Peeps at many lands.) Macmillan | .55 |
| Interesting narrative, devoted largely to Chinese child-life and the matters of every-day life. There are short accounts of Confucius, Chang Chi-Tung and the late dowager empress. A. L. A. | |
| 1006 (7-8) Lee, Y. P. When I was a boy in China. Lothrop..... | .60 |
| Home life in China. | |
| 1007 (5-6) McDonald, Mrs. E. A. B., & Dalrymple, Julia. Hassan in Egypt. (Little people everywhere.) Little..... | .45 |
| 1008 (6-7) McDonald, Mrs. E. A. B., & Dalrymple, Julia. Umé San in Japan. (Little people everywhere.) Little..... | .45 |
| Little Japanese girl's daily life, home life, festivals. A. L. A. | |
| 1009 (5-6) Miller, Mrs. H. M. (Olive Thorne Miller). Little people of Asia. Dutton | 2.00 |
| About Turkish, Syrian, Persian, Siamese, Chinese, Japanese, Siberian, and other little people. Oregon. | |
| 1010 (3-4) Pike, H. L. M. Our little Korean cousin. (Little cousin series.) Page | .60 |
| 1011 (7-8) Shioya, Sakae. When I was a boy in Japan. Lothrop.... | .60 |
| Home life in Japan. | |
| 1012 (3-4) Wade, Mrs. M. H. B. Our little Japanese cousin. (Little cousin series.) Page..... | .60 |
| Lotos Blossom and her little brother Toyo are typical children rather than individual children, but Japanese life is made much clearer and more interesting than it could be in any purely impersonal description. Prentice. | |
| Library binding. | |
| 1013 (4-5) Wade, Mrs. M. H. B. Our little Jewish cousin. (Little cousin series.) Page | .60 |
| Story of two Jewish children living in Jerusalem at the present day. | |

Class no.

916

GEOGRAPHY AND TRAVEL—AFRICA.

| | |
|--|------|
| 1014 (6-8) Badlam, A. B. Views in Africa. (World and its people.) Silver | .65 |
| Partial contents: Oases of the desert—Deserts of South Africa—People of the Congo river basin—Diamond fields—Views of the Boers—Ostrich farming at Cape Colony—Ants of Africa—Education in Cairo. | |
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921

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930

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| | Contents: Champlain—Henry Hudson — Walter Raleigh—Popham—John Smith—Columbus—Magellan—Cortes — Ponce de Leon—Washington. | |
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| 1248 | v. 2, Stories of the Revolutionary period..... | .50 |
| 1249 | v. 3, Stories of the United States to 1860..... | .50 |
| 1250 | v. 4, Stories of the Civil war..... | .50 |
| | (4-5) Pratt, M. L. American's story for America's children. 5v. Heath. | |
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| Contains some Indian folk-lore. Pittsburgh. | |
| 1257 (3-4) Pratt, M. L. Stories of colonial children. Educ. pub. | .60 |
| Partial contents: Two babies of long ago—First Thanksgiving day—Colonial children's Sabbath—The boy captive—How Jack o'Lantern frightened the Indians—Two brass kettles—Boston boys—A daring girl—Col. Allan and his boys—A little hero. | |
| 1258 (5-6) Price, L. L. Lads and lassies of other days. (Stories of colony and nation.) Silver. | .54 |
| Stories of the Colonial and Revolutionary periods in Pennsylvania, New York, New Jersey, and Massachusetts. A. L. A. | |
| 1259 (3-5)† Pumphrey, M. B. Pilgrim stories; il. by L. F. Perkins. Rand | .45 |
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| Stories, poems, and sketches, chiefly of the English and Dutch settlers. Oregon. | |
| 1262 (5-6) St. Nicholas. Revolutionary stories. Century. | .65 |
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| 1263 (6-7) Stevens, W. O. Story of our navy. Harper. | 1.50 |
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| 1264 (7-8) Stevenson, B. E., ed. Poems of American history. Houghton | 3.00 |
| About 800 poems from all sources and classified from the discovery to the new century. A brief note precedes each poem explaining its setting, meaning or purpose. Notes at the end of the volume give interesting bibliographic data and explain allusions. A. L. A. | |
| 1265 (4-5)† Stone, G. L., & Fickett, M. G. Days and deeds a hundred years ago. Heath. | .35 |
| Two heroes of a Far old year (1780)—From Massachusetts to Ohio (1787)—Inauguration of Washington (1789)—The cotton gin (1793)—The Parkers' moving and settling (1798)—Robert Fulton (1807)—A canal journey (1826)—Kindling a fire (1828)—A railroad story (1830)—The electric telegraph (1844). | |
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| Stories, the basis of each of which is historically correct. Oregon. | |
| 1272 (4-5) Watson, H. C. Boston tea party. Lothrop..... | .30 |
| Also other anecdotes of personal daring, fragments of history and accounts of Revolutionary campaigns. Pittsburgh. | |

Class no.

977

MINNESOTA—HISTORY.

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| 1273 | Daughters of American Revolution. Old rail fence corners. McCullough printing co. (Austin, Minn.)..... | 1.50 |
| | The A. B. C.'s of Minnesota history—sub-title. Personal accounts of early days of Minnesota told by the old settlers. Map of old trails and roads. | |
| 1274 | Flandrau, C. E. History of Minnesota, and tales of the frontier. St. Paul bk..... | 1.75 |
| 1275 | Folwell, W. W. Minnesota, the North Star state. Houghton | 1.25 |
| | Concise and complete, in clear readable style. The larger portion of the book deals with the half century since Minnesota entered the Union. | |
| 1276 | Forster, G. F. Stories of Minnesota. Educ. pub..... | .50 |
| 1277 (5-7) | Pollock, H. M. Our Minnesota. Dutton..... | 1.00 |
| | Traces the growth of Minnesota Skyey-water to Minnesota the North-star state, and gives in an interesting way, early legends, historic events, description and facts of economic development. | |

BOOKS FOR TEACHERS' TRAINING DEPARTMENTS AND
TEACHERS' REFERENCE.

Class no.

EDUCATION.

370

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| 1279 | Dewey, John. School and society. Univ. of Chic..... | 1.00 |
| | Contents: School and social progress—School and the life of the child—Waste in education. | |
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| | Best brief book. Scholarly and comprehensive in treatment, well arranged. A. L. A. | |
| 1281 | Smith, W. H. All the children of all the people. Macmillan | 1.50 |
| | Sums up the obligation of the schools to fit all the children, whether "long" or "short" for the duties of life. | |

Class no.

371 TEACHING METHODS AND AIDS. GENERAL.

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| 1282 | Bagley, W. C. Classroom management. Macmillan..... | 1.25 |
| | Divided by routine factors; including the daily program, attendance, order, discipline, etc., and by judgment factors, covering problems of attention, instruction, testing results and ethics of school craft. | |

† On 200 book list for first purchase.

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| Discusses: The personality of the teacher, Purpose of moral teaching and Method of instruction, and gives lessons on Daily life, Kindness, Self-control, Cleanliness of body and mind, etc., arranged for presentation to children. | |
| 1284 Charters, W. W. Teaching the common branches. Houghton | 1.35 |
| Covers the curriculum of the common school, treating each subject separately, with reasons for teaching and practical suggestion for presentation. Last chapters on general method. References and lists of books included. On the State teachers' reading circle, 1915. | |
| 1285 Colgrove, C. P. Teacher and the school. Scribner..... | 1.25 |
| Full and helpful presentation of the teacher's qualifications and work as organizer, instructor, trainer and manager. Jour. of educ. For the graded school. | |
| 1286 Morehouse, F. M. Discipline of the school. Heath..... | 1.25 |
| Clear discussion of government, analysis of offenses, and suggestions of disciplinary devices. On Minnesota teachers' reading circle, 1915. | |
| 1287 O'Shea, M. V. Everyday problems in teaching. Bobbs.... | 1.25 |
| School room government, discipline, fair play, teaching pupils to think, to execute and to communicate, tendencies of novices in teaching, and education of girls. | |
| 1288 Strayer, G. D. Brief course in the teaching process. Macmillan | 1.25 |
| Shows the different types of lessons with practical applications, and discusses the other elements which contribute to success in the school room. Appendix outlines the teaching of the elementary branches, with references, by specialists. | |

Class no.

371.7 SCHOOL HYGIENE.

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| 1289 Dresslar, F. B. School hygiene. Macmillan..... | 1.25 |
| A simple, untechnical discussion of the health of school children under the control of the teacher. Chapters are included on open-air schools, stuttering, care of exceptional children and duties of janitors. | |
| 1290 Terman, L. M. Hygiene of the school child. Houghton.... | 1.65 |
| Deals with physical and mental growth. Fuller on the side of personal hygiene and diseases than Dresslar. | |

Class no.

372 STORY TELLING; METHODS.

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| 1291 Bailey, C. S. For the story teller. Bradley..... | 1.50 |
| Discusses various types and shows the special appeal of the beginning, the suspense element, the climax, the instinct story, dramatic stories, stories with a sense appeal. Stories as an aid in developing imagination, emotions, verbal expression, etc. Bibliography of reference books. | |
| 1292 † Bryant, S. C. How to tell stories to children. Houghton.. | 1.00 |
| Discusses purpose of story telling, selection of stories, their adaptation, how to tell, and their uses. Includes selection of stories to tell. | |
| 1293 Cowles, J. D. Art of story telling. McClurg..... | 1.00 |
| Elementary book, half on method and including fifty stories for young children. | |
| 1294 Keyes, A. M. Stories and story-telling. Appleton..... | 1.25 |
| Discussion of method and theory and seventy-five stories including good selection for young children to reproduce. Power. | |
| 1295 Lyman, Edna. Story telling. McClurg..... | .75 |
| Advice on the selection and telling of stories, with definite suggestions for programs, use of epic tales, selected lists of stories and reference books. A. L. A. | |

† On 200 book list for first purchase.

| Order no. and grade. | | List price. |
|----------------------|---|-------------|
| 1296 | Partridge, Mrs. E. N., & Partridge, G. E. Story telling in school and home. Sturgis | 1.25 |
| | Discusses and classifies the various kinds of stories and treats of the psychological reasons for the advantages of a story form of instruction over others, and gives eighteen stories, chiefly mythological. A closing chapter discusses books of stories and about story-telling. | |
| 1297 | St. John, E. P. Stories and story telling in moral and religious education. Pilgrim press..... | .60 |
| 1298 | Wyche, R. T. Some great stories and how to tell them. Newson | 1.00 |
| | Discusses: Origin of story telling—Interest in story telling today—What stories shall we tell—Use of the story—Retelling, Story in the Sunday School, the library, playground, home, kindergarten, leagues and clubs, Story and needs of the child—How to tell a story—Some stories, etc. | |

Class no.

372.8 COLLECTIONS OF STORIES TO TELL.

| | | |
|------|---|------|
| 1299 | Bailey, C. S., & Lewis, C. M., ed. For the children's hour. Bradley | 1.50 |
| | Stories from old myths, folk-tales, magazines, and literature, covering the seasons, different industries, various holidays, stories of heroism, of the home, and fairy tales. | |
| 1300 | Boston collection of kindergarten stories. Ed. 5. Hammett | .60 |
| | Stories gathered by Boston kindergartners. | |
| 1301 | Bryant, S. C. Stories to tell to children. Houghton..... | 1.00 |
| | Fifty-one stories, mainly for young children, with suggestions for telling. | |
| 1302 | Hoxie, J. L. Kindergarten story book. Bradley..... | .50 |
| | Furnishes stories that are short, simple in form and familiar in subject, containing repetition, rhythm, dramatic possibility, alliteration and imagination. | |
| 1303 | Lindsay, Maud. Mother stories. Bradley..... | 1.00 |
| | Ethical stories for telling to the primary grades. | |
| 1304 | Olcott, F. J., ed. Good stories for great holidays. Houghton | 2.00 |
| | The holidays provided for, are New Year's day—Lincoln's birthday—Saint Valentine's day—Washington's birthday—Resurrection day—May day—Mother's day—Memorial day—Independence day—Labor day—Columbus day—Hallowe'en—Thanksgiving—Christmas—Arbor day—Bird day. | |
| 1305 | Olcott, F. J., ed. Story-telling poems. Houghton..... | 1.25 |
| | Narrative poems, arranged under subjects and graded for use in the first eight grades. Has index of subjects and authors, titles and first lines. A. L. A. | |
| 1306 | Poulsson, Emilie. In the child's world. Bradley..... | 2.00 |
| | Stories adapted to seasons and anniversaries, with suggestions for teacher's reading in preparation. Oregon. | |
| 1307 | Richards, Mrs. L. E. H. Pig brother and other stories. Little | .40 |
| | Thirty-five short stories with ethical value suited for telling. | |
| 1308 | Salisbury, G. E., & Beckwith, M. E. Index to short stories. Row | .50 |
| | Stories in more than a hundred books have been read and the best listed under subject headings as seemed likely to prove useful. | |
| | Most of the books to which reference is made are included in this list. | |

Order no and grade.

List price.

- 1309 †Thorne-Thomsen, Mrs. Gudrun, comp. & tr. East o' the sun and west o' the moon, and other Norwegian folk tales. Row .60
Brings together the very best from Norwegian folklore. They reproduce admirably the spirit, diction and spontaneity of the original tales and have proved their power of appeal through the author's frequent use with children. A. L. A.
- 1310 Wiggin, Mrs. K. D. S., & Smith, N. A. Story hour. Houghton 1.00
Stories for reading aloud or telling. May be used in lowest grades. Suggestive introduction on the art of story telling.

CURRICULUM.

Class no.

375.4

LANGUAGE.

- 1311 Chubb, Percival. Teaching of English in the elementary and the secondary school. (Teachers' professional library.) Macmillan 1.00
Sound in its philosophy and practical in its helpfulness. Based on the principle of unity and continuity in the English course from its beginning in the kindergarten up through the high school. Treatment is charming in style and based upon the most intelligent principles of pedagogy. Dial.
- 1312 Cooley, Mrs. A. W. Language teaching in the grades. (Riverside educational monographs.) Houghton35
Presents the newer ideals of language teaching and offers practical suggestions. Dwells on the need of making language teaching a vital means of developing self-expression of correlating the courses, and of using great literature as the unifying element. A. L. A.

Class no.

375.42

ENGLISH FOR FOREIGNERS.

- 1313 Faustine, Madeline, & Wagner, M. E. New reader for evening schools. Hinds50
Simpler than O'Brien's English for foreigners and takes up other topics. Includes vocabularies of common words with the Swedish, Polish, Italian and German equivalents.
- 1314 Mintz, F. S. New American citizen; a reader for foreigners. Macmillan50
Classed under history and biography, civics and patriotism, geography, health and sanitation, stories and anecdotes, national songs. For more advanced pupils than No. 1315-16.
- O'Brien, S. R. English for foreigners. Houghton.
- 1315 bk. 1.50
- 1316 bk. 2.50
Textbooks for learning English, primer-like in style and simplicity but in subject matter adapted to the adult. The reading lessons contain information about American life, customs, history, geography, business methods, occupations. A. L. A.

Class no.

375.51

ARITHMETIC.

- 1317 Brown, J. C., & Coffman, L. D. How to teach arithmetic. Row 1.25
On Minnesota teachers' reading circle list. 1915.
- 1318 Smith, D. E. Teaching of arithmetic. Ginn..... 1.00
Discussion of the whole field of arithmetic, with references, and detailed suggestions for the teaching of it, in each grade of the elementary school.

† On 200 book list for first purchase.

Order no. and grade.

List price.

Class no.

375.8

READING.

- 1319 **Arnold, S. L.** Reading; how to teach it. Silver..... 1.00
 Contents: Why do we read?—Literature in the school room—Learning to read—The study of the lesson—Language lessons as a preparation for reading lessons—Expression in reading—Lessons to suggest plans of work—The study of pictures—Hints for reading lessons—The use of the library—A list of books—A list of poems.
- 1320 **Briggs, T. R., & Coffman, L. D.** Reading in the public schools. Row..... 1.25
 Purpose of reading, theory and methods through the grades. Chapter on dramatics, with good brief list of plays, one on memory work and one on the direction of private reading.
- 1321 **Haliburton, M. W., & Smith, A. G.** Teaching poetry in the grades. (Riverside monographs.) Houghton..... .60
 Practical guide with model lessons. List of poems for grades 1-8, given in appendix.
- 1322 **Sawyer, N. A.** Five messages to teachers of primary reading. Rand 1.00
- 1323 **Sherman, E. B., & Reed, A. A.** Essentials of teaching reading. Univ. pub. (Lincoln)..... 1.25
 A practical help covering the mechanics of reading, interpretative reading, a full discussion of methods and a chapter of Selections for practice.

Class no.

375.9

GEOGRAPHY AND HISTORY.

- 1324 **Dodge, R. E., & Kirchwey, C. B.** Teaching of geography. Rand 1.00
 Discusses the purpose and details of this teaching in elementary and rural schools. Suggestive outlines for lessons and full references.
- 1325 **Bourne, H. E.** Teaching of history and civics. (American teachers' series.) Longmans..... 1.50
 Chief merit is abundant reference to and quotations from predecessors, thus making this book the most convenient present digest of the best thought and practice. Educ. rev.
 Note: For methods of teaching other subjects, see books in the following classes:
 Agriculture. See Class 630.
 Games. See Class 790.
 Household economics. See Class 640.
 Hygiene. See Class 612.
 Nature study. See Class 500.

Class no.

379.

RURAL SCHOOLS.

- 1326 **Betts, G. H., & Hall, O. E.** Better rural schools. Bobbs... 1.25
 Comprehensive treatment of the rural school including problems of the school room, supervision, centralization and relation of the school to the community.
 On Minnesota teachers' reading circle, 1915.
- 1327 **Carney, Mabel.** Country life and the country school. Row 1.25
 Shows the social-service responsibility of the school and offers a practical program of work. Based on experience in the country schools of Illinois.
 Appendix contains much valuable material for the country teacher: courses of study, buildings, equipment and material, books, programs, etc.
- 1328 **Cubberley, E. P.** Rural life and education. Houghton.... 1.50
 The new rural life and institutions are discussed as a background for the new rural school which is treated under needs, organization, equipment, curriculum, teacher and supervision. Illustrated and gives full bibliography.

| Order no. and grade. | | List price. |
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| 1329 | Field, Jessie. Corn lady. Flanagan..... | .50 |
| | Story of a country teachers work, told in letters to her father. | |
| 1330 | Kern, O. J. Among country schools. Ginn..... | 1.25 |
| | Vigorous plea for improved education, emphasizing the importance of scientific agriculture. | |
| 1331 | Wray, A. W. Jean Mitchell's school. Pub. school pub.... | 1.00 |
| | School management in story form. Power. | |

Class no.

630.1

COUNTRY LIFE.

| | | |
|------|---|------|
| 1332 | Bailey, L. H. Country life movement in the United States. Macmillan | .50 |
| 1333 | Buell, Jennie. One woman's work for farm women. Whitcomb | .50 |
| | Story of a pioneer in rural social movements. | |
| 1334 | Country life commission. Report. Sturgis..... | .75 |
| | The commission was appointed by Pres. Roosevelt to make investigations and report best methods of bettering rural conditions. Suggestive and interesting. | |
| 1335 | Farwell, P. T. Village improvement. Sturgis..... | 1.00 |
| | For country also. Shows value of improvement societies and suggestions for organization. Includes in the discussion, Farmers clubs, boys and girls clubs. Chapter on the consolidated school. | |
| 1336 | Grayson, David. Adventures in contentment. Grosset.... | .75 |
| | Cheerful philosophizings of a young man who turns to nature and farm life to regain his health. A. L. A. | |
| 1337 | Lynn, Margaret. A stepdaughter of the prairie. Macmillan | 1.25 |
| | Prairie scenes and folk described with charm and unaffectedness. A. L. A. | |
| 1338 | McKeever, W. A. Farm boys and girls. (Rural science ser.) Macmillan | 1.50 |
| | Survey of the position, limitations and needs of the boy and girl in the average rural community. | |
| 1339 | Stewart, Mrs. E. P. Letters of a woman homesteader. Houghton | 1.25 |
| | Show an enviable spirit and humor in their portrayal of the difficulties and joys on a ranch in southwestern Wyoming. Good to read aloud. | |

Class no.

800

LITERATURE FOR CHILDREN.

| | | |
|------|---|------|
| 1340 | Adler, Felix. Moral instruction of children. (International education series.) Appleton | 1.50 |
| | Gives special attention to the influence of the reading of the classics on the moral life. Power. | |
| 1341 | Colby, J. R. Literature and life in school. Houghton..... | 1.25 |
| | The titles are: A plea for literature—Literature and the first four years of school life—Literature and the second four years of school life—Methods of handling—Literature and life after the elementary years. Appendix gives a carefully graded list of books, single poems, and pieces of prose to be read in school. | |
| | Worked out from school standpoint, but a practical appreciation. One of the best on children's reading. Power. | |
| 1342 | Cox, J. H. Literature in the common schools. Little..... | .90 |
| | Helpful guide for the grade teacher, clear, simple and not too technical. Contains an excellent course of study and extensive list for substitution. Not so comprehensive as Colby's manual but more definite as to methods. A. L. A. | |

| Order no. and grade. | List price. |
|--|-------------|
| 1343 Field, W. T. Fingerposts to children's reading. McClurg.. 1.00 Discusses influence of books, reading, makes suggestions in regard to school, public and Sunday-school libraries, and contributes some interesting and informing matter concerning the illustrations of books and the history of Mother Goose. Lists of books are given, arranged by subject, and indicating grades. A. L. A. | |
| 1344 Lowe, Orton. Literature for children. Macmillan..... .90 Discusses the value of good books and their use in the elementary school; gives selections for memorizing through the grades; and sources of standard prose for children for home library, editions. Full bibliography. | |
| 1345 Olcott, F. J. Children's reading. *Houghton..... 1.25 Discusses influence of books, children's interests, ways of guiding reading; and gives definite suggestions for selection in the different classes. Includes list of One hundred good stories to tell. A. L. A. | |

Children's books.

The training department library should include a well selected collection of books for children, at least those on the list of 200 volumes for a rural school library. These should be read and studied by the cadets while they are having their training. They will then be able to select a library for their school which will be useful in the rural school. Some definite instruction on the rural school library should be in the course of study. An outline for such work is given in the introduction to this list.

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AUTHORITIES FOR NOTES

Notes have been freely adapted from the following sources. The tests for different classes of books have been taken in part from Harron and others, Course of study for Normal school pupils on literature for children.

| | |
|------------------------|---|
| A. L. A. | A. L. A. catalog & A. L. A. book list. |
| Adams | Adams, C. K. Manual of historical literature. |
| Adler | Adler. Moral instruction of children. |
| Baker | Baker. Descriptive guide to the best fiction. |
| Bascom | Elva L. Bascom. Wisconsin Library Commission. |
| Berry | Josephine Berry. College of agriculture, St. Paul. |
| Bk. rev. digest | Book review digest. |
| Brookline | Brookline—Public library. Bulletin. |
| Buffalo | Buffalo—Public library. Class-room libraries for public schools. |
| Cleveland | Cleveland—Public library. Teachers' leaf. |
| Colby | Colby. Literature and life in school. |
| Cox | Cox. Literature in the common schools. |
| Cum. bk. index | Cuculative book index. |
| Educ. rev. | Educational review. |
| Eng. hist. rev. | English historical review. |
| Field | Field. Fingerposts to children's reading. |
| Hardy | Hardy. Five hundred books for the young. |
| Hewins | Hewins. Books for boys and girls. |
| Johnston | W. D. Johnston, Librarian, St. Paul. |
| Larned | Larned, ed. Literature of American history. |
| Mabie | Mabie. Legends that every child should know. |
| N. Y. | New York State Library. Best books (annual). |
| Northrop | Cyrus Northrop, Ex-Pres. Univ. of Minnesota. |
| Oregon | Oregon Library Commission. List of books for school libraries. |
| Pittsburgh | Carnegie Library of Pittsburgh. Catalog of books for use of the first eight grades. |
| Pittsburgh | Carnegie Library of Pittsburgh. Children's reading. |
| Power | Effie L. Power. Carnegie library, Pittsburgh. |
| Pratt | Pratt Institute free library. (Brooklyn). Bulletin. |
| Prentice & Power | Prentice & Power. A children's library. |
| Pub. | Note from publishers' catalogs and announcements. |
| Pub. wkly. | Publishers' weekly. |
| Sargent | Sargent, ed. Reading for the young. |
| Wisconsin | Wisconsin Library Commisison. Suggestive list of children's books. |

- Altemus Henry Altemus, Philadelphia.
Amer. Bapt. American Baptist Pub. Society, Philadelphia.
Amer. bk. American Book Co., Chicago.
Amer. poultry assoc.... American poultry association, Beaver, Pa.
Appleton D. Appleton & Co., Chicago.
Arnold Arnold & Co., Philadelphia.
Association press International committee of Young men's christian
 association press, N. Y.
Atkinson Atkinson, Mentzer & Grover, Chicago.
Baker See Doubleday.
Barnes A. S. Barnes & Co., N. Y.
Beattys Frank D. Beattys & Co., N. Y.
Black (Macmillan Co., importers).
Bobbs Bobbs-Merrill Co., Indianapolis.
Boston bk. Boston Book Co., Boston.
Bradley Milton Bradley Co., Springfield, Mass.
Burt A. L. Burt & Co., N. Y.
Cable Cable piano co., Chicago.
Caldwell H. M. Caldwell Co., Boston.
Cambridge Press See Putnam.
Century Century Co., N. Y.
Charities Pub. Com.... Charities Publication Committee, N. Y.
Charles Thomas Charles Co., Chicago.
Chicago Kindergarten.Chicago Kindergarten training school, Chicago.
Chicago University
 press See Univ. of Chicago.
Church John Church Co., Cincinnati.
Clarke W. B. Clarke & Co., Boston.
Comstock Comstock publishing co., Ithaca, N. Y.
Crowell T. Y. Crowell & Co., N. Y.
Dodd Dodd, Mead & Co., N. Y.
Dodge Dodge Publishing Co., N. Y.
Doran George H. Doran co., N. Y.
Doubleday Doubleday, Page & Co., Garden City, N. Y.
Duffield Duffield & Co., N. Y.
Dutton E. P. Dutton & Co., N. Y.
Educ. Pub. Educational Publishing Co., Chicago.
Estes Dana Estes & Co., Boston.
Excelsior Excelsior Publishing House, N. Y.
Fenno R. F. Fenno & Co., N. Y.
Flanagan A. Flanagan, Chicago.
Forbes Forbes & Co., Chicago.
Ginn Ginn & Co., Chicago.
Grosset Grosset & Dunlap, N. Y.
Hammett J. L. Hammett Co., Boston.

- HammondC. S. Hamomnd & Co., New York.
 HarperHarper & Bros., N. Y.
 HeathD. C. Heath & Co., Chicago.
 HindsHinds, Noble & Eldredge, N. Y.
 HoltHenry Holt & Co., N. Y.
 HoughtonHoughton, Mifflin & Co., Chicago.
 HuebschB. W. Huebsch, N. Y.
 JacobsG. W. Jacobs & Co., Philadelphia.
 Jewish pub.Jewish publication soc., Philadelphia.
 JohnsonJohnson, Blagden & McTurnan, Boston.
 KennerleyMitchell Kennerley, N. Y.
 lakesideLakeside press, Chicago.
 LaneJohn Lane Co., N. Y.
 LeeLee & Shepard. See Lothrop, Lee & Shepard.
 LippincottJ. B. Lippincott Co., Philadelphia.
 LittleLittle, Brown & Co., Boston.
 LongmansLongmans, Green & Co., N. Y.
 LothropLothrop, Lee & Shepard Co., Boston.
 McClure, Phillips & Co..See Doubleday.
 McClurgA. C. McClurg & Co., Chicago.
 McCulloughMcCullough printing co., Austin, Minn.
 McKayDavid McKay, Philadelphia.
 McLoughlinMcLoughlin Brothers, N. Y.
 MacmillanMacmillan Co., Chicago.
 Manual artsManual arts press, Peoria, Ill.
 MaynardSee Merrill (Now Charles E. Merrill).
 MerrillCharles E. Merrill, N. Y.
 MoffatMoffat, Yard & Co., N. Y.
 MunnMunn & Co., N. Y.
 NelsonThomas Nelson & Sons, N. Y.
 NewsonNewson & Co., N. Y.
 OxfordOxford University press, New York.
 PageL. C. Page & Co., Boston.
 PennPenn Publishing Co., Philadelphia.
 PilgrimPilgrim press, Chicago.
 PlattPlatt & Peck Co., New York.
 Popular mechanicsPopular mechanics, Chicago.
 PrangPrang Educational Co., N. Y.
 Pub. School Pub.Public School Publishing Co., Bloomington, Ill.
 PutnamG. P. Putnam's Sons, N. Y.
 RandRand, McNally & Co., Chicago.
 RevellFleming H. Revell & Co., Chicago.
 RowRow, Peterson & Co., Chicago.
 S. S. TimesSunday School Times Co., Philadelphia.
 St. JohnT. M. St. John, N. Y.
 St. Paul Bk.....St. Paul book and stationery Co., St. Paul.
 SanbornB. H. Sanborn, Boston.
 SchirmerG. Schirmer, N. Y.
 School educ.School Education Co., Minneapolis.
 ScottScott, Foresman & Co., Chicago.
 ScribnerCharles Scribner's Sons, N. Y.

| | |
|------------------------|--|
| Silver | Silver, Burdett & Co., N. Y. |
| Small | Small, Maynard & Co., Boston. |
| Spon | Spon & Chamberlain, N. Y. |
| Stokes | F. A. Stokes Co., N. Y. |
| Sturgis | Sturgis & Walton, N. Y. |
| Sully | Sully & Kleinteich, N. Y. |
| Torch press | Torch press, Cedar Rapids, Iowa. |
| Univ. of Chicago | University of Chicago press, Chicago. |
| Univ. pub. | University Publishing Co., Lincoln, Neb. |
| Warne | Frederick Warne & Co., N. Y. |
| Webb | Webb Publishing Co., St. Paul. |
| Whitcomb | Whitcomb & Barrows, Boston. |
| Wilde | W. A. Wilde Co., Boston. |
| Wilson | H. W. Wilson Co., White Plains, N. Y. |
| Winston | John C. Winston Co., Philadelphia. |
| World bk..... | World Book Co., N. Y. |

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